

University Honors 222-001
J.R.R. Tolkien's Legacy
Spring 2007

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WEBPAGES: Course webpage, <http://www.unm.edu/~ldonovan/>
under *Current Courses*, click on link to *J.R.R. Tolkien's Legacy*
E-Reserves site, password = luthien

DESCRIPTION and OBJECTIVES:

Vastly popular, immensely learned, and profoundly spiritual, J. R. R. Tolkien's epic trilogy *The Lord of Rings* has outgrown its 1970s cult status to become not only a literary classic, but even what many consider to be the foundation of the genre of modern fantasy. In recent years, national and international surveys even identified Tolkien as the most popular or influential writer of the 20th century. Yet, while millions of readers have enjoyed and treasured *The Lord of Rings* and its precursor *The Hobbit*, few readers seriously study the myth, meaning, historical sources, and literary background of Tolkien's work. In this course, we will endeavor a careful survey not only of Tolkien's literary and scholarly work, but also of other medieval works that influenced Tolkien's writing and the mythic constructs that underlie his epic vision. In addition, we will examine some of the languages, drama, and visual art Tolkien created in his career.

TEXTS:

Required:

Heaney, Seamus and Daniel Donoghue, trans. *Beowulf: A Verse Translation* (this edition strongly preferred)
Tolkien, J.R.R. *The Hobbit* (any edition)
Tolkien, J.R.R. *The Fellowship of the Ring* (any edition)
Tolkien, J.R.R. *The Two Towers* (any edition)
Tolkien, J.R.R. *The Return of the King* (any edition)
Tolkien, J.R.R. *A Tolkien Reader*
Tolkien, J.R.R. *The Silmarillion* (any edition)
Tolkien, J.R.R., trans. *Sir Gawain and the Green Knight, Pearl, and Sir Orfeo*
Sturluson, Snorri. *The Prose Edda*. Trans. Jesse Byock

Optional, but strongly recommended:

Foster, Robert. *The Complete Guide to Middle-Earth*
Zimbaro, Rose A., and Neil D. Isaacs, eds. *Understanding The Lord of the Rings: The Best of Tolkien Criticism*

GRADES:

Course requirements will earn up to 100 points distributed as follows:

Attendance	15 points max.
Participation	15 points max.
Art Report	5 points max.
Electronic Forum	10 points max.
Group Oral Presentation	10 points max.
Creative Project	10 points max.
Short Analytical Paper	10 points max.
Final Portfolio with Long Analytical Paper	25 points max.

Grading scale: A = 93-100 points CR = 70-92 points NC = 0-69 points

REQUIREMENTS:

Attendance (15% of total grade):

A substantial amount of learning in college honors courses takes place in the classroom. If you don't come to class, your learning experience suffers and you deny others the opportunity of benefitting from what you have to contribute. In order to get the most out of this educational experience, it is essential that you attend every class. Material missed may never be made up completely, no matter how many notes you get from classmates. Therefore, you will earn ½ point for every class you attend in full. Since we have 30 classes, you will earn the maximum 15 possible points, if you attend every class. Because so much of honors education is the result of what happens in class, be aware that no distinction will be made between excused and unexcused absences (see Policies #4).

Participation (15% of total grade):

It is not only crucial that you attend class, but it is equally important that you participate actively and regularly in this class. Discussing actively, openly, and productively will not only help ensure you earn a high grade in the class, but doing so will make classes more enjoyable and rewarding for all of us. Please note that participation is directly linked to class attendance. If you aren't present for class, you aren't participating. This means that you cannot earn more points for participation than you earn for attendance.

Further, to be able to participate effectively, you are expected to be well prepared for every class discussion. This means you should read or review all readings prior to our discussion of those assignments. It also means that, as with any other 3-credit college Honors course, in order to pass the course you should plan on spending a minimum of 3 hours for every hour spent in class or a total of 7.5 hours a week on class-related activities, such as reading assignments, researching presentations, interacting with each other through electronic discussion, drafting and revising papers, etc. However, if you wish to earn a high grade for the course, you likely will need to spend substantially more time than this minimum.

In addition, effective participation in Honors courses involves more than simply coming to class well prepared; it also means voluntarily sharing ideas. While all students cannot express ideas in class all the time, we expect you to contribute your thoughts as often as possible. All seriously considered views are equally valuable to our collective learning process. If, for whatever reason, you keep such ideas to yourself, then the collaborative educational exchange this class is meant to be becomes impossible. To encourage our exchange of ideas, short in-class assignments, group exercises, freewrites, and other homework will be given frequently. The majority of these assignments should take about 15-30 minutes to complete. These assignments are designed to generate class discussion and to offer starting points when analyzing our subject. Although some of these short assignments will be included in your Final Portfolio, they will not be graded or collected during class. Nevertheless, you are expected to perform such assignments to the best of your ability and to have them ready when we ask for them. Responsible and serious effort on these exercises will form a substantial portion of your participation score. If you miss class, you may not make up in-class activities.

Participation scores will be earned based on the following scale:

- 15 points = Thoughtful effort on all class activities and considerate expression of ideas during all classes;
- 12 points = Thoughtful effort on all class activities and considerate expression of ideas during all but 1-3 classes;
- 10 points = Reasonable effort on class activities and considerate expression of ideas in about 70% of our classes;
- 6 points = Adequate effort on most in-class activities and expression of your ideas in less than 50% of our classes;
- 2 points = Weak effort on most in-class activities and expression of your ideas in less than 50% of our classes.

Art Report (5% of total grade):

Each student will make a brief report on one of Tolkien's artworks during the semester. During the first week of the term, you will be randomly assigned a piece of Tolkien's visual art that you will research and present briefly (5 minutes max.) on the date assigned on the syllabus. We will provide you with the title of your assigned image, which will be stored on E-Reserves. The best and most complete resource to use for this report is Wayne G. Hammond and

Christina Scull's *J.R.R. Tolkien: Artist and Illustrator*. While Zimmerman does not yet own a copy of this resource, we will have one copy available for you in Dr. Donovan's office to use in the Honors Center and another copy on Hard Copy Reserve in Zimmerman. Most of you will be able to accomplish all of your research for the report by using this one source. Each Art Report must include the following:

1. Title of work and approximate date or year Tolkien produced the work;
2. Display of a hard copy of the artwork (if you do not have access to a color printer, ask one of us for assistance with printing out your image at least 3 days before your presentation); and
3. Brief discussion of how the ideas or themes in the artwork relate to ideas or themes in Tolkien's written work.

Points may be earned only if your report is presented well in class on the assigned date. If you miss class on the day your report is due, you may not make up this assignment.

Electronic Forum (10% of total grade):

In addition to participating actively in regular in-class discussions, you will share ideas and interact with each other during the semester on a class electronic forum. This class electronic forum, called The Green Dragon, is accessed through our course website or through the UNM Hobbit Society website at <http://www.unm.edu/~tolkien>. The link to this site on our course website provides specific instructions on how to use this electronic forum for the purposes of our course. The electronic forum has been designed to encourage all students in our course to explore topics and employ critical thinking skills in an informal, but highly public manner. In addition, it will broaden the scope of and provide more avenues for inquiry than our in-class discussion time allows.

In an attempt to increase the comfort level of the electronic discussions, each student will be given a pseudonym, a login ID that you will use while discussing online. These pseudonyms will be picked randomly. This pseudonymity will provide students with the opportunity to offer new ideas to discussion without having to worry unduly about the opinions of others in the class. Don't be afraid to share any ideas as often as you wish. Topics for the electronic forum will be provided by students and, at times, by the instructors.

During the semester, you will be expected to make at least 30 postings to this electronic forum, which means you must work on this forum approximately twice a week. Many of you will make substantially more postings than this, which will help you insure that you earn the maximum number of points possible for this requirement. However, postings to our electronic forum must be made regularly and consistently throughout the term to earn a high score. In other words, you will not earn full points for this requirement if you make many of your postings together in a short period of time (at the beginning or end of the term, for example). The 30 postings required to earn full points for this portion of your grade must include:

1. At least 3 postings in which you respond to one of the instructors' questions or topics;
2. At least 3 postings in which you respond to one of your classmates' postings; and
3. At least 3 postings in which you share your own ideas or questions that are not responses to anyone else.

Further, each individual posting will earn 1 point as long as it:

1. Discusses content material related to our texts or larger class subject;
2. Consists of at least 5-6 substantial sentences; and
3. Presents its ideas in relatively error-free writing (i.e., it contains few typos, misspelled words, few major grammatical errors such as comma splices, sentence fragments, etc.).

Postings may be written in standard electronic forum or journal style, meaning they need not reflect any specific structure or organization of ideas. Those of you who have never used an electronic forum before will not need extensive experience with electronic forums or computers to succeed in this portion of the class. Since your responses and discussion on this electronic forum may be used to stimulate or expand in-class discussion, it is important that you keep up-to-date with material posted on this electronic forum, so check it often during the week.

Group Oral Presentation (10% of total grade):

During the first week of class, you will be randomly assigned to a group making a formal oral presentation on a Tolkien-related subject. Since this assignment is a Group Presentation, you are expected to work as a team in which all members participate. Each presentation must include the following:

1. Clear identification of important facts related to your subject (necessary dates, people, titles, places, etc);
2. Brief summary of your subject and its background (no more than 10 minutes);
3. Analysis of the central concepts, themes or ideas associated with your subject;
4. Relationship of your subject to Tolkien's other works; and
5. Annotated bibliography of the sources your group used for its presentation.

The required annotated bibliography should include a minimum of 3 sources, though most will include 5-10 sources. One source must be the actual primary text(s) on which your group is presenting. An annotated bibliography provides not only the necessary bibliographic information about your sources, but also brief descriptions (usually 2-5 sentences) of the subject, scope, and importance of the sources. A good example of an annotated bibliography is stored on our class E-Reserves site for you to review. Your group's annotated bibliography must be formatted according to MLA style. In addition, your group is expected to give handouts of your group's annotated bibliography to your classmates at the end of the presentation.

Your group will have 20 minutes for its oral presentation, plus 10 minutes for questions. Your presentation will be stopped if your group exceeds the maximum time of 30 minutes allotted to your group. Also, your classmates will be your primary audience for this presentation. Therefore, your group's grade will be based primarily on anonymous evaluations made by your peers. Their scores and comments on your presentations will evaluate how well your presentation meets the 4 items listed above, the professionalism of your presentation style, and its overall effectiveness. The evaluation form on which your Group Presentation scores will be based is on our course website under the Documents page. In addition to a copy of your group's annotated bibliography, you are expected to keep a copy of your own individual portions (or a script of the entire presentation with your portion highlighted) of the presentation to include in your Final Portfolio.

This assignment has been designed to help you develop your oral presentation skills, so make it extremely professional, useful, interesting, and all around GOOD! It is intended to be a formal presentation that will give you practice and experience speaking before a group in a formal situation. That means that you should dress up, stand up when presenting your topic, and make eye contact with your audience. It also means you should know your topic well enough to present your information using notes but without simply reading your presentation. Also, each presentation must reflect solid group activity and interaction. Since all students must participate in the presentation, work to make the presentation reflect teamwork, rather than individual effort.

In addition, we challenge you to be imaginative and inventive. The more interesting and lively your group's presentation is, the more likely your presentation will make an effective impression on your audience. Plan your report carefully and practice it often as a group before presenting it to the class. For superior presentations that earn high points, the general rule is that you should practice your entire presentation together as a group least 3 complete times. Also, make sure your group anticipates problems and is prepared to answer questions. Beyond these guidelines, it is up to each group to determine how to present its topic.

For your presentation, you may use any audiovisual aids you wish. If you wish to use a UHP laptop computer or other equipment, let one of us know at least a week in advance, so that we can schedule the equipment. Also, we can photocopy black-and-white handouts for you, if we have the original at least two days before your presentation.

Creative Project (10% of total grade):

Your creative project will be composed of two parts, a creative work and a paper explaining this work's background and the rationale of the choices you made in constructing it. For the creative portion of your project, you will construct your own original addition to Tolkien's enduring world. In other words, you will explore some facet of our course material in your own way. You may examine some element that has not been dealt with fully in any of our texts or you may re-examine some part of the work from a new perspective. For example, you might write a series of love letters between Sam and Rosie, compose a series of songs about the battle of Helm's Deep, or paint a series of pictures of Shelob in all her horror. You may use any medium you wish. While each project will vary, you should plan to spend at least 10-15 hours on the project, since it is worth 10% of your total course grade. However, while this project is based on a creative format, we expect you to incorporate solid thought into your work. The grading sheet used to score your Creative Project is on our course website under the Documents page. The two parts of this project are described in more detail below:

Part 1: Create your own original contribution to Tolkien's legacy

To do this, you may write a short story (10 pages minimum), paint or draw a series of artworks or sculptures (5 large pieces or 10 small pieces minimum), draw a comic book (10 pages minimum), write a long poem (10 pages minimum), or compose and perform original music (minimum 20 minutes long). If you wish to complete another type of creative project, check with one of us before you start on it. While we hope you will be astounded by your own creativity, we expect only that you make a sincere effort, not that the result be of professional quality.

Part 2: Write an explanatory paper (3 pages minimum) about your Creative Project

In this paper, describe and explain the reasons behind the choices you made in your creative contribution to Tolkien's world. In this paper, explain not only what choices you made and why you made these particular choices, but also what sources you used in constructing your creative effort. In particular, we are interested in seeing you are conscious of how other works (the texts we have discussed in class as well as others you may have read) and ideas inform or influence your particular perspective. For example, is your presentation of Galadriel's childhood more indebted to Malory or Marion Zimmer Bradley? Or, as another example, does your version of Sam's romance take its background from contemporary love songs or from medieval troubadour poetry? In this paper, also discuss any research or secondary source material you used in the making of your creative effort. As part of your paper, include a bibliography of the sources you consulted presented in MLA style. Even if you use no sources outside those on our syllabus, you must include citations for the works on our syllabus that formed the background for your work. One point will be deducted from your score, if you omit this bibliography.

Short Analytical Paper (10% of total grade):

For this course, you will write one fully developed, analytical paper of 5 pages minimum, using standard essay structure. Since this is a formal paper, it must include: an introduction; supporting paragraphs; a conclusion; and correctly documented references, including a bibliography. As with all analytical arguments, your paper will focus its analysis by means of a strong, specific thesis statement supported and explained using appropriate examples. Make sure your paper does not simply give an overview or summary of your topic. Instead, work to bring something unique, original, significant and all your own to an understanding of the material. As with any college paper, the more specifically focused your paper is, the more effective it is likely to be. Work to construct a fairly narrow topic that you develop in great depth.

Your score will be earned for the overall success of the finished product (i.e., how well it meets the assignment, displays serious and significant thought, its presentation of thorough and convincing evidence, establishes and supports an appropriate logical structure, meets acceptable standards of written English, etc.). Strive to write something you feel might be publishable in a professional journal about Tolkien's work. While your effort as a student is a substantial part of your work, your paper must be able to speak persuasively for itself to its hypothetical readers. Seek to construct a paper that will substantially change the way other readers think about Tolkien's work. Papers that

do not successfully accomplish these goals will not earn a high score. In addition, papers that do not attend carefully to the conventions of form and grammar will not earn a high score, no matter how insightful the argument. If you need assistance with any of the mechanical aspects of the paper— grammar, punctuation, MLA style, etc.— please see one of us or someone at CAPS well before the paper is due. If you are unfamiliar with MLA bibliographic style, consult the *MLA Handbook for Writers of Research Papers* or the link to a summary of MLA style on our class website. One point will be deducted from your final course grade, if you omit a bibliography.

You may choose your paper topic from the list on page 8 or a develop a suitable topic of your own after consulting one or both of the instructors. Whatever topic you choose, you are expected to put forth an honest attempt at a thoughtful, interpretative argument about Tolkien's work. The grading sheet used to score your Short Analytical Paper is on our course website under the Documents page.

Final Portfolio and Long Analytical Paper (25% of total grade):

For your Final Portfolio, you will include selections from your original class work as well as additional assignments that require you to assess your performance in this class, improve on some of your work, and develop at length your thoughts on our course topic of Tolkien's Legacy in a new, long analytical paper. The grading sheet used to score your Final Portfolio is on our course website under the Documents page. You need not type any of your handwritten work, but your revised paper and your synthesis paper must be typed. Gather your work together in any kind of folder, binder or paper clip you wish. However, you will not earn extra points for extra work given to the folder or binder; your grade will be exclusively for the content of your portfolio, organized in a neat and orderly way. Briefly, the contents of your Final Portfolio will be:

1. *In-class Exercises* – 5 selections from your in-class exercises or assignments (freewrites, group exercises, debates, etc.) that represent your best work and 1-3 sentences for each exercise discussing its strengths;
2. *Electronic Forum* – 5 selections from your electronic forum postings that represent your best work and 1-3 sentences for each posting discussing its strengths;
3. *Group Oral Presentation* – Your portion of your group's oral presentation, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what could have improved the presentation. Your portion of the presentation may be notes to yourself, index cards, an outline, or simply highlighting the part of your group's whole presentation that you were personally responsible for presenting;
4. *Creative Research Project* – Your original creative project, with our comments, and its associated explanatory paper, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what could improve the success of your finished project for a general audience other than your classmates. If your creative project is too large to fit in a binder, then include only the explanatory paper. This is a required part of your portfolio, even if you choose to revise it for #6 below;
5. *Short Analytical Paper* – Your original short analytical paper, with our comments, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what could have improved the success of your finished project for a general audience other than your classmates. This is a required part of your portfolio, even if you choose to revise it for #6 below;
6. *Revised Paper/Project* – A revised version of either your analytical paper or entire creative project that substantially strengthens and improves it. This revision must do more than simply correct mechanical errors. The revised paper/project will be graded on the substantiality of the revision, improvement in its overall effectiveness, mechanics (grammar, punctuation, etc.), and documentation of sources;
7. *Long Analytical Paper* – A new, long analytical paper of 10 pages minimum on one of the possible paper topics listed below. It must follow the same basic requirements of the short analytical paper, though it will develop your ideas in substantially more detail. You may not write on the same subject you wrote on for your short analytical paper.

POSSIBLE PAPER TOPICS:

The topics below are examples of some potentially successful paper topics. However, remember that these are topics, not thesis statements, so in order to work effectively with one of these or a topic of your own, you will have to focus it on a much more specific point you wish to make.

- 1. Tom Bombadil** – Discuss the moral/ethical problem of Tom Bombadil within *The Lord of the Rings*. In other words, analyze his place within the moral and physical structures of Tolkien's Middle-earth. The problem of Bombadil is that he does not always seem to fit in with other things we know of this world. For example, he is unaffected by the One Ring. How can you explain Bombadil's apparent exemption from the rules that govern other beings in Middle-earth? In addressing this topic, you will have to examine not just what we actually see of Bombadil, but also what all other characters in the story say about him. Work toward finding something conclusive to say about this seemingly elusive character.
- 2. Female Principle** – Examine the female principle in Tolkien's literary world. Focus on specific archetypes of femaleness represented in any of Tolkien's works. Once you have established this focus, you may wish to expand your argument to include the a more general examination of the male-female opposition in Tolkien's world. In addition to the more obvious female figures, you may wish to consider unexpected characters, such as Luthien, entwives, Farmer Giles' mare, female dwarves, women orcs, Goldberry, etc. However you approach the this topic, work to explain how women in Tolkien function as models for larger concepts.
- 3. Stewardship** – Establish a clear, cohesive explanation of the concept of stewardship as it is developed in any of Tolkien's works. For your subject, particularly consider the similarities and differences between the kinds of stewardship represented by characters such as Aragorn, Smith of Wootton Major, Gandalf, Denethor, the Ents, etc. Focus on getting at the essence of stewardship in one or more works by Tolkien. You may wish to consider how the concept of stewardship might serve to mediate between other concepts such as kingship or wizard-ship.
- 4. Physical Sustenance** – Analyze how the presence or absence of food not only activates the plot of the trilogy, but also comments with some significance on the mental, emotional, and spiritual states of Tolkien's world. Your paper should focus on how sustenance or nurturance signifies something larger than what a hobbit enjoys eating or drinking. This is not to be an archaeological examination of the eating habits of elves or dwarves, but of what those habits and the denial of those habits suggests in terms of the larger purpose of Tolkien's work.
- 5. Sound and Language** – Tolkien goes to great lengths to create languages, song lyrics, and names of characters that not only enhance, but actually embody some of the abstract concepts he wishes to promote in his works. In your paper, explore the various levels on which any or all forms of sound/spoken language affects or changes the ways readers comprehend Tolkien's purpose and the meanings behind the story in one or more texts.
- 6. Heroism** – Examine the specific nature of heroism found in one or more of Tolkien's texts. What point is Tolkien making about heroism in the larger scheme of his world? This is a broad topic so you will have to focus your ideas very narrowly to be successful. In addition to the more obvious heroes, you may wish to consider heroism in unexpected characters such as Wíglaf, Gollum, Bertilak's wife, Farmer Giles, Turin Turambar. A warning to the wise: Be careful with this topic. If it seems to you to be the easiest, think again. It may be the easiest to get started on, but it is certainly not an easy topic to work through successfully.
- 7. Fate and Free Will** – Throughout his works, Tolkien explores the relationships between an externally proscribed fate and the choices of the individual to affect his or her future. Write a paper that examines Tolkien's perspective on this ancient debate. Remember that to be successful in addressing this very tricky topic you will have to establish a specific position that you argue extensively using textual evidence. To handle this topic well, it will not be enough for you to simply survey the various instances where Tolkien presents each of these philosophic perspectives.

POLICIES and SUGGESTIONS:

Classroom Behavior

1. Respect for your own education, classmates, and teachers is essential in making this class meaningful for all of us. You are an adult, will be treated as an adult, and are expected to act like an adult in our classroom. While you may sometimes rather be somewhere else, non-related activities (reading newspapers, texting friends, whispering, passing notes, etc.) are inconsiderate, hinder your and others' ability to learn effectively, and will not be tolerated.
2. You may express any idea or thought you wish in class, as long as you back it up with evidence from the texts on the syllabus. While unsupported opinions may be acceptable in conversations with friends, they are not acceptable in academic discourse that is focused on encouraging critical thinking skills such as in Honors courses.

Grades and Absences

3. Although Dr. Donovan is usually considered a tough grader, we honestly want you to learn and succeed in this class. By following the guidelines here and putting forth diligent effort, you have ample opportunity to pass the course. While only truly superior work will earn an A, work making sincere effort rarely earns lower than a CR.
4. If you miss class, informing us of a valid reason demonstrates a willingness to take your responsibility to the class seriously, which will count in your favor when we determine participation scores. However, we make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason for it.
5. If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.
6. We do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.
7. Incompletes will be given only if you complete work through the 12th week with a passing grade.

Written Work

8. Short papers and creative projects may be turned in 1 class session after the due date without penalty. Papers or projects turned in a week or more late will not be accepted. No late art reports, presentations, final portfolios, or long analytical papers will be allowed.
9. All papers and written portions of projects must:
 - Be typed (12 point Times or similar), double spaced, 1" margins, on white 8½" x 11" paper, pages numbered and stapled;
 - Include your name, date, and assignment on the first page above an appropriate paper title (Paper #1 is NOT an appropriate title!);
 - Include a bibliography formatted according to the latest *MLA Handbook for Writers of Research Papers*.
10. While Internet resources can be useful, these are not always as reliable as published books or scholarly journals. Therefore, we strongly encourage you to include books and journal articles in your research.
11. For your own protection, keep copies of all work you turn in for a grade.
12. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging the sources, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment and probably a NC for the course.

Extra Credit

13. You may earn a maximum of 3 extra credit points toward your final score. Although other voluntary forms of work may benefit your learning, only extra credit work earned as follows will count toward your grade:
 - 1 point if you attend and summarize one of the public lectures on Tolkien during the semester;
 - 1 point if you maintain perfect attendance throughout the semester (i.e., miss no classes at all!);
 - 1 point if you attend class on the day Course Evaluations are given. These will be given sometime during the last 2 weeks of class, but you will not know the exact date beforehand.

Special Circumstances

14. Students with disabilities or other unusual circumstances are encouraged to see one of us as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.
15. Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with one of us personally and provide written documentation (doctor's note, death certificate, etc.).

SYLLABUS (subject to change)

You are expected to read all assignments before class on the day they appear on the syllabus. Some of these readings are difficult, even though they span a small number of pages. Because of this, we advise you to start your readings at least 3 days before we discuss it in class. For effective college-level reading, you should plan to read the assignment all the way through at least once and then thoroughly review it again the day before class. If you read assignments only the night before we discuss them in class, it is unlikely that you will have assimilated them as fully as is necessary for truly effective learning and class participation.

Due dates appear in **bold**. Page numbers in parentheses correspond to the texts ordered for this class, but may vary depending on the edition. ER denotes materials on E-Reserve.

Week 1	Tues.	1/16/07	Introduction/Syllabus
	Thurs.	1/18/07	Backgrounds and Beginnings Read on E-Reserve: "The Legacy of J.R.R. Tolkien"
Week 2	Tues.	1/23/07	<i>The Tolkien Reader</i> , "On Fairy Stories" ("Tree and Leaf," pp. 33-100)
	Thurs.	1/25/07	<i>The Hobbit</i> , Chapters 1-5 Model Art Report: "The Hill: Hobbiton-across-the Water" (#98) (Zach)
Week 3	Tues.	1/30/07	<i>The Hobbit</i> , Chapters 6-9 Tolkien's Art Report 1: "Bilbo Comes to the Huts of the Raft-Elves" (#124)
	Thurs.	2/1/07	<i>The Hobbit</i> , Chapters 10-14 Art Report 2: "Conversation with Smaug" (#133)
Week 4	Tues.	2/6/07	<i>The Hobbit</i> , Chapters 15-19 Art Report 3: "The Lonely Mountain" (136)
	Thurs.	2/8/07	<i>Beowulf</i> , all
Week 5	Tues.	2/13/07	Article "The Monsters and the Critics" (in Heaney and O'Donoghue or <i>ER</i>)
	Thurs.	2/15/07	Group Presentation 1: J.R.R. Tolkien's Life and Biography Group Presentation 2: "Beren and Luthien" in <i>The Silmarillion</i>
Week 6	Tues.	2/20/07	Group Presentation 3: "Farmer Giles of Ham" in <i>The Tolkien Reader</i> Group Presentation 4: <i>Smith of Wootton Major</i>
	Thurs.	2/22/07	<i>The Silmarillion</i> , Introductory material, "Ainulindale" and "Valaquenta" (pp. 100-120) Art Report 4: "Before" and "Afterwards" (#30 and #31)
Week 7	Tues.	2/27/07	<i>The Fellowship of the Ring</i> , Prologue-I.8 Short Analytical Paper Due
	Thurs.	3/1/07	<i>The Fellowship of the Ring</i> , I.9-II.1 Art Report 5: "Old Man Willow" (#147)
Week 8	Tues.	3/6/07	<i>The Fellowship of the Ring</i> , II.2-5 Art Report 6: "Untitled: The Book of Mazurbul" (#156)
	Thurs.	3/8/07	<i>The Fellowship of the Ring</i> , II.6-end Art Report 7: "The Forest of Lothlorien in Spring" (#157)

- Week 9 SPRING BREAK – No Classes
- Week 10 Tues. 3/20/07 Byock, *The Prose Edda*, Introductory material (ix-xxx) and
“Gylfaginning (The Deluding of Gylfi)” (pp. 1-79)
Thurs. 3/22/07 *Sir Gawain and the Green Knight*, Introductory material (pp. 1-9) and poem (pp. 23-121)
- Week 11 Tues. 3/27/07 *The Two Towers*, III.1-5
Art Report 8: “Taur-na-Fuin (Fangorn Forest)” (#54)
Thurs. 3/29/07 *The Two Towers*, III.6-11
Art Report 9: “Orthanc” (#162)
- Week 12 Tues. 4/3/07 *The Two Towers*, IV.1-6
Art Report 10: “Barad-dur” (#145)
Thurs. 4/5/07 *The Two Towers*, IV.7-16
Art Report 11: “Shelob’s Lair” (#171)
- Week 13 Tues. 4/10/07 *The Tolkien Reader*, “The Homecoming of Beorhtnoth” (pp. 1-28)
and “Battle of Maldon” (*ER*)
Creative Projects Due
Thurs. 4/12/07 *The Silmarillion*, “Turin Turambar” (pp. 198-226)
Art Report 12: “Glorund Sets Forth” (#47)
- Week 14 Tues. 4/17/07 *The Silmarillion*, “The Rings of Power” (pp. 283-305) and *The Return of the King*, V.1-5
Art Report 13: “Dunharrow” (#166)
Thurs. 4/19/07 *The Return of the King*, V.6-10
Art Report 14: “Stanburg or Steinborg (Minas Tirith)” #168
- Week 15 Tues. 4/24/07 *The Return of the King*, VI.1-3
Art Report 15: “Sketch for Dust Jacket for Return of the King” (#181)
Thurs. 4/26/07 *The Return of the King*, VI.4-9 and Appendix A
Art Report 16: “Tree of Amalion” (#12)
- Week 16 Tues. 5/1/07 *The Tolkien Reader*, “Leaf by Niggle” (“Tree and Leaf,” pp. 100-20)
Thurs. 5/3/07 Wrap-up Discussion and Sharing of Creative Research Projects
Final Portfolio and Long Analytical Paper Due
Fri. 5/4/07 12:00 midnight – **Deadline for Electronic Forum**