

Department of Literature, Journalism, Writing, and Languages



Detail from BL Add MS 37049 81v

ENG 4025 (with 5025) – Literature of the Global Middle Ages

3 Units

Spring 2026

Meeting days/times: T/Th 11:00 am – 12:15 pm

Meeting location: Cabrillo 101

Final Exam: Thursday, 5/7, 10:30 am – 1:00 pm

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Schuyler Eastin
Phone:	619-849-2253
Email:	seastin2@pointloma.edu
Office location and hours:	Bond Academic Center 122 (and Zoom upon request: https://pointloma.zoom.us/my/seastin2) M 10:00 am - 12:00 pm, TTh 9:00 - 11:00 am, and by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

A study of European literature from 1100 through 1500 in both short and long form literary genres in their local and global contexts. Students will examine texts in Middle English as well as in other medieval dialects and languages in translation. Students will also consult contemporary literatures in their global contexts in order to consider not only when the middle ages occurred but where.

Letter grade.

Recommended: [ENG 2050](#) and [ENG 3000](#)

Extended course description:

Our inquiry will be driven by the following course questions: *to what extent did the dichotomous debate between body and soul provide a productive organizing principle for understanding the human social and spiritual experience? How do we answer this question differently when we reconceptualize this literary history in a diverse global context?*

Program and Course Learning Outcomes

Successful students in this course will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works citing sources correctly using MLA Style that demonstrate a critical close reading of fundamental elements of literature.

Required Texts and Recommended Study Resources*

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

While many other editions of these texts exist online and in hard copy, the editions listed below are REQUIRED. Hard copy editions are highly encouraged.

- *The Song of Roland*. Oxford World's Classics, 2016. ISBN: 9780199655540
- *Sir Gawain and the Green Knight*. 2nd Norton Critical Edition., 2022. ISBN: 9780393532463
- Christine de Pizan. *The Book of the City of Ladies*. Penguin, 1999. ISBN: 9780140446890
- Marie de France. *Poetry*. Norton Critical Editions, 2015. ISBN: 9780393932683
- William Langland. *Piers Plowman*. Oxford World's Classics, 2009. ISBN: 9780199555260
- *The Book of Margery Kempe*. Norton Critical Editions, 2001. ISBN: 9780393976397
- Wolfram von Eschenbach. *Parzival and Titurel*. Oxford World's Classics, 2004. ISBN: 9780199539208

All students should bring their own hard copies of each of these books in class. Any other assigned readings will be made available via link or PDF in Canvas (you are welcome access them digitally both while reading and in class, but I highly recommend using your own markup software for taking notes as you read)

Assessment and Grading*

Grades have probably been a factor in your life for as long as you've been a student. We often feel that A's confirm our intelligence while D's make us doubt it. But how often do these letters actually encourage us to reflect on what we have learned? [Recent scholarship](#) on student assessment has demonstrated three major drawbacks to grades in higher education:

1. Grades focus our attention on acquiring points rather than acquiring knowledge.
2. Grades discourage us from taking risks in favor of the "safe" choices that we think will ensure a good grade.
3. Grades rarely reflect the varied paces at which students learn or the varied intellectual assets they start with.

As a student, you should be both invested in your learning and willing to take risks. For this reason I will not be applying point or letter values to most of the work you produce this semester. You will still receive a final course grade, but this grade will represent the *labor* you have invested in this course, not a measure of your intellectual quality. The "[labor-based grading contract](#)" (ref. Inoue) that follows will establish this semester's expectations for both the student AND the instructor. This contract operates on the following principles:

Labor:

- Your final grade will be determined by the labor you are willing to put into the class rather than by your ability to perform in a high-pressure assessment.
- The primary labor of this course is reading and thinking. The written assignments you complete will provide evidence that this intellectual labor has occurred.
- In addition to the labor of reading and writing for this course, a major aspect of your labor as a student is being physically and intellectually present in class. Attendance and active engagement is required and necessary for your progress.

Feedback:

- Every assignment in this course represents an opportunity to engage in dialogue with peers and your instructor. It is ok to express uncertainty or confusion as long as it is clear you are making the effort to understand the material. For this reason, assignments may sometimes take multiple attempts to complete; this is *not* a bad thing.

- To help you understand your progress, assignments will be marked with a 4-point Canvas rubric to indicate if you have completed an appropriate amount of work on submitted assignments:
 - If you receive all 4 points on a given assignment you can be confident you've completed an appropriate amount of labor.
 - If you receive fewer than 4 points on a given assignment, you have an the opportunity to "follow-up" on feedback in order to make the assignment Complete.
 - The Canvas rubric will typically indicate which component(s) of an In Progress assignment require further development to be considered Complete, but you're welcome to ask for clarification.
 - *Please Note: while Canvas may display both point values and percentages, these point values do NOT represent grades on a traditional scale. Instead, all assignments will only be considered either Complete (4 points), In Progress (fewer than 4 points), or Unsubmitted.*

Follow-up:

- If an assignment has been marked In Progress (fewer than 4 points), you have 30 days after the original assignment due date to follow-up on it (this grace period does NOT extend past the day/time of our Final Exam).
- To follow-up on an In Progress assignment, do NOT revise and resubmit the assignment. Instead, review the assignment rubric in Canvas and *write a Comment that builds upon your first submission*. Using the Comment section of the Canvas assignment in this way ensures your instructor will receive a notification that you've followed-up on the assignment (in the case that one of the missing elements of your first submission was a Reply to a peer's Discussion Board posting, Reply as usual and simply post a Comment indicating you've done so).
- Any assignments that are not Complete by the end of the semester (including submitted assignments that are still In Progress) will negatively impact your final grade. Taking the time to follow-up on these assignments will keep your grade level and can even improve it.

Final Grades:

Final Grades will be based on the following scale. However, it should be noted that this is not a point-based scale but a holistic system that takes into account the density of Complete/In Progress/Unsubmitted assignments in each of the categories listed under "Assignments at-a-Glance" below:

- A: You can earn an A in the course if you complete all assignments AND demonstrate active engagement during class discussions. While participating verbally will be a major form of participation in this course, you will also have opportunities to participate in any or all of the following ways:
 - Actively participating in class discussions and collaborations in a way that demonstrates thoughtful preparation and engagement with course material. Participation includes but is not limited to: asking/answering verbal questions, making substantive contributions to group work, and generating content in our digital collaboration tools (Google Chat, Slides, etc.).
 - Attending office hours to seek answers to questions not covered in class or to expand your thinking on course material.
 - Conducting additional literary or historical research outside of the assigned reading and incorporating it into class discussions or Close Reading assignments (with proper MLA documentation).
- B: The default final grade in the course is a "B." You will receive this letter grade if you complete the minimum requirements on all assignments and demonstrate consistent attendance and engagement.

- C: You will earn a C if by the end of the term >25% of the minor assignments are still In Progress or Unsubmitted, if any required components are absent from any of the major assignments, if any requests for follow-up have not been addressed by the end of the semester, or if you exceed 3 unexcused absences.
- D: You will earn a D if by the end of the term >33% of your minor assignments are In Progress or Unsubmitted, if multiple requirements are absent from any major assignments, if all requests for follow-up have gone unaddressed by the end of the semester, or if you are habitually disengaged/absent from the course conversation.
- F: You will earn an F if you have not completed any of the major assignments, all requests for follow-up have gone unaddressed by the end of the semester, and if you are habitually disengaged/absent from the course conversation.
- +/-: You can earn a plus or minus on your final grade based on your level of engagement with class discussion and/or use of office hours.

*Minor assignments include your Close Readings. Major Assignments include Progress Checkpoints and the Production Pitch Project (see Assignments At-a-Glance below)

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

Each of us comes to PLNU with our own unique life experiences that frame the way we perceive information. In this course we will cover a variety of topics, all of which has been intentionally curated to achieve the learning goals for this course. Each time a potentially triggering topic appears in a reading, the course schedule will contain this Content Warning superscript: ^{CW}.

The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to excuse yourself from the discussion of a certain topic, keep in mind that class topics and material are discussed for the sole purpose of expanding your intellectual engagement in literary study. You are still responsible for the material, but we can discuss alternative methods for accessing that material and for assessing your learning. In either case, I will remain committed to supporting you throughout your learning in this course.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy*

I recognize that Generative Artificial Intelligence is having a significant impact on how we communicate, write, and conduct research, especially in the modern university. AI presents a number of compelling opportunities promises to streamline our workflows and save us time but also represents an equal number of intellectual pitfalls. If the final product of our labor were all that mattered, the choice of whether or not to use AI would be quite literally a no-brainer. However, [in higher education the final product is rarely as important as your ability to work the process it took to produce it](#). In this class, the

written assignments you submit are merely artifacts of the intellectual labor you've performed while reading and thinking about some very difficult texts.

This is not to say ours will be an AI-prohibitive class. In fact, there are certain situations in which the use and discussion of AI tools could be relevant to our course content. In fact, we may employ a number of these tools in specific ways throughout the semester. However, *substituting* your own intellectual labor with the nonintellectual work of an AI undermines the objectives of this course and the purpose of higher education and for this reason is highly discouraged.

All written assignments are required to contain a single-sentence AI statement describing how you used AI to produce the assignment. This includes but is not limited to: brainstorming, content generation, editing/proofreading etc. You should also provide a [proper MLA citation](#) for the AI tool you used. If you did *not* use AI, simply state: "I did not use AI on this assignment."

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs,

race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information

about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Additional Policies*

Inclusive Participation: Our class should be a space for productive discussion, supportive collaboration, and performative expression. It is each student's responsibility to:

1. Be open to trying out new ideas and pushing the boundaries of your experience
2. Recognize and be supportive of the fact that your peers are doing the same

This doesn't mean we will shy away from disagreement or debate. Quite the contrary: we should be open to questioning and challenging each other, provided we always do so in a way that fosters growth.

Additionally, I recognize that not everyone is perfectly comfortable with the seminar discussion format this course will employ. While I encourage you to exercise your voice and feel confident with your own agency in class discussions, participation and engagement can take on more forms than verbal contributions. For this reason, I encourage you to take advantage of all methods of interaction with your peers and with me, including online discussions, our class Google Chat, and office hours. These mediums will allow you to demonstrate your engagement even if you struggle with speaking publicly.

Preparedness and Workload: You should arrive to class having read all assigned materials and with your copy of the readings on-hand to support your contributions to class discussion. Active reading and annotation is highly encouraged in order to help you contribute to our analytical approaches and to raise valuable questions during discussion.

The reading assignments in this course will often be long and challenging and you should plan to dedicate a significant amount of time to reading each week. While I understand the scope of this task will quite often drive us to seek time-saving shortcuts, there is no substitute for actual reading. I would rather you come to class unsure about your understanding and/or having completed fewer than the assigned page numbers than to arrive with a false confidence in the text based on an AI-generated summary.

*All policies marked with an asterisk above are unique to this course and should be reviewed in detail at the start of the semester.

Assignments At-A-Glance

Per the grading policy detailed above, individual assignments will not be scored but will receive written feedback to help you focus and improve the intellectual labor you perform this semester. All assignments below are required. *Further details and requirements for each assignment will be available in Canvas:*

Major Assignments (50% of final grade):

- Midterm Progress Checkpoint (Learning Outcomes 2 and 3) Progress checkpoints will serve to gauge your progress and determine any steps required to improve your engagement with course material. The format, objective, and material covered in these checkpoints will be discussed 1-2 weeks in advance of each checkpoint, but expect to engage in anything from discussion/debate, and/or even performances of selected scenes from the works we've covered.
- Microprojects x2 (Learning Outcomes 2 and 3) The two microprojects will involve a more hands-on approach to putting the medieval works we've been covering in their historical contexts (past and present). The primary work for these microprojects will be discussed *and completed* in-class.
- Research Project (Learning Outcomes 3 and 5) This project will involve scholarly research and analytical writing and will take the place of the Final Exam. The scope, goals, format, and timeline of this project will be established collaboratively as the semester progresses.
- Discussion Moderation (Learning Outcome 5) Once per semester, each student will moderate discussion for the class period. Essentially, you will be the professor for the day. You can organize the discussion and/or presentation materials in any way you like, provided you include a number of key components to demonstrate your critical approach to the text(s).

Minor Assignments (50% of final grade):

- Close Readings (CRs) (Learning Outcome 1) Usually once a week,* you will contribute an analytical response to a Discussion Board question posted in that week's Canvas module that will help prime our discussion and analysis on the material we're reading. The specific requirements of each CR may vary and may not always take the form of a written Discussion post, but you should generally expect to demonstrate critical reading and thoughtful analysis of the texts we have been covering.
- Global Explorations (Once** during the semester, you will open class with a brief (~5 minute) summary of a text that did not make it onto our reading list and that represents contemporary literature that may or may not sit comfortably within the typical categories of the European Middle Ages. Further instructions will be posted in the related assignment link in Canvas.
**Since we have a very small group this semester and each student will have an increased responsibility for sustaining discussion, you will only be required to complete 8 out of the 11 scheduled Close Readings. You may choose which CRs you'd like to skip.*
***For similar reasons, I'll ask you to do this twice, once for each reading unit.*

Addendum: ENG 5025/6025 (students enrolled in ENG 4025 may disregard this section)

As graduate-level courses, ENG 5025/6025 will involve a greater demand on students to examine the texts and contexts covered in the course schedule below. This addendum summarizes the additional responsibilities of graduate students in this course. Further detail will also appear as an addendum in the Canvas instructions for each assignment:

- Moderations: rather than simply guiding discussion, graduate students will be expected to offer a more critically-oriented examination of the text. Rather than the more democratic discussion of the 4025 moderation, ENG 5025/6025 students will prepare and present a mini-conference paper and facilitate an accompanying workshop of their research and claims.
- Research Project: The final project will follow a similar prompt to the undergraduate course with three main differences: increased length, increased source requirement (both quantity and quality), and a more individually-focused objective (for example: a Writing MA student should

expect to gear their critical work in ENG 5025/6025 toward writerly techniques, poetics, etc.). Further details will be discussed when the project prompt is finalized.

- **Expanded reading:** In addition to the readings listed in the course schedule below, ENG 5025/6025 students should expect to spend some extra time exploring the critical conversation around the texts we're reading as well as the texts themselves. Expect to be called on to summarize these readings and apply them to class discussion.
- **Office Hours:** Make arrangements to meet during Office Hours 3-4 times over the course of the semester to discuss your findings in the expanded readings.

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

READING/ASSIGNMENT SCHEDULE

This schedule is subject to changes and additions throughout the semester so please be prepared to note any changes or regularly download the most current version from Canvas. Links to online material can be found here and in Canvas. All PDFs are posted to Canvas.

Students enrolled in ENG 4025 can disregard any readings labeled “5025/6025.”

Week	Day	Class Topic/Activity	Due
1	January 13	Course Introduction	
	January 15	Introduction to Middle English: Read Lessons 2-5, Middle English Dialects, and The Great Vowel Shift on the Harvard Chaucer website BBC4 In Our Time Podcast: Geoffrey Chaucer (optional) Geoffrey Chaucer, “The Parliament of Fowls”	Labor-based Grading Contract Acknowledgment, Global Exploration (GE): <i>Roman de Renart</i>
2	January 20	“þe Desputisoun Bitven þe Bodi & þe Soule” 5025/6025: Reed “The Debate Tradition and the Aesthetics of Irresolution” (PDF in Canvas)	Close Reading (CR) 1
	January 22	<u>Unit 1: The Body</u> Geoffrey Chaucer “The Knight’s Tale” Parts 1 and 2, lines 1-1022 <i>Please do your best to read it in Middle English</i>	GE: Bocaccio’s <i>Decameron</i>
3	January 27	Geoffrey Chaucer “The Knight’s Tale” Parts 3 and 4, lines 1023-1624	CR 2
	January 29	In Our Time: The Song of Roland <i>The Song of Roland</i> stanzas 1-104, pp. 3-47 <small>CW: combat violence, islamophobia</small>	GE: Baha al-Din’s <i>Life of Saladin</i>
4	February 3	<i>The Song of Roland</i> stanzas 105-186, pp. 47-86 <small>CW: combat violence, islamophobia</small> 5025/6025: Geraldine Heng from <i>The Invention of Race in the European Middle Ages</i> (PDF in Canvas)	CR 3
	February 5	In Our Time: Christine de Pizan Christine de Pizan <i>The Book of the City of Ladies</i> , Part I, chs. 1-19, pp. 5-46 and Part II, chs. 37-46, pp. 139-150	GE: Heldris of Cornwall’s <i>Le Roman de Silence</i>
5	February 10	Christine de Pizan <i>The Book of the City of Ladies</i> Part II, chs. 53-69, pp. 169-199 and Part III, chs. 1-19, pp. 201-239	CR 4
	February 12	Marie de France Prologue, “Guigemar,” “Le Fresne,” and “Bisclavret” pp. 3-26, 35-65	GE: Murasaki Shikibu’s <i>The Tale of Genji</i>

6	February 17	Marie de France "Lanval," "Milun," and "Chevrefoil," pp. 66-82, 125-137, 143-146	CR 5
	February 19	<i>Sir Gawain and the Green Knight</i> Part I, lines 1-490 Watch the Simon Armitage documentary on SGGK	GE: <i>The Tale of the Heike</i>
7	February 24	<i>Sir Gawain and the Green Knight</i> Part II-III, lines 491-1997	GE: Ramon Llull's <i>The Book of the Order of Chivalry</i>
	February 26	<i>Sir Gawain and the Green Knight</i> Part IV, lines 1998-2530 5025/6025: Heng "Feminine Knots and the Other <i>Sir Gawain and the Green Knight</i> " (PDF in Canvas)	CR 6
8	March 3	Interlude: Medieval Material Culture David A. Salomon "Corpus Mysticum: Text as Body/Body as Text" (PDF in Canvas)	Midterm Progress Checkpoint
	March 5	Interlude: Medieval Material Culture	Microproject 1
	March 9-13	<i>Spring Break (no class)</i>	
9	March 17	<u>Unit 2: the Soul</u> Geoffrey Chaucer "The Book of the Duchess" Boethius' <i>Consolation of Philosophy</i> (see Canvas for link and instructions)	GE: poetry of Lal Ded (aka. Lalla or Lalleshwari)
	March 19	"The Martyrdom of St. Andrew" <small>CW: violent murder</small> "The Martyrdom of St. George" "The Life of Margaret"	CR 7
10	March 24	In Our Time: Piers Plowman William Langland <i>Piers Plowman</i> Prologue and Passus 2-4, pp. 1-7, 15-41	GE: Dante's <i>Divine Comedy</i>
	March 26	William Langland <i>Piers Plowman</i> Passus 5-7, pp. 42-81	GE: The Rubiyat of Omar Khayam
11	March 31	William Langland <i>Piers Plowman</i> Passus 18-19, pp. 210-241 <i>The Book of Margery Kempe</i> ** Book I, chapters 1-24, pp. 3-43	CR 8
	April 2	<i>Easter Recess (no class)</i>	
12	April 7	In Our Time: Margery Kempe <i>The Book of Margery Kempe</i> Book I, chapters 26-45, pp. 44-81	GE: <i>The Letters of Abelard and Heloise</i>

	April 9	<i>The Book of Margery Kempe</i> Book I, chs. 56-66, 76-79 and Book II, chapters 1-10: pp. 101-119, 131-139, 161-184 5025/6025: Long from <i>Mysticism and Hysteria</i> pp. 1-16 and 22-23 (PDF in Canvas)	CR 9
13	April 14	In Our Time: The Holy Grail Wolfram von Eschenbach <i>Parzival</i> Book 3, 5, and 6: pp. 50-76 and 95-142 5025/6025: Norris Lacy "Arthur and/or the Grail" (PDF in Canvas)	GE: <i>The Lancelot-Grail Cycle</i>
	April 16	Wolfram von Eschenbach <i>Parzival</i> Books 9, 15, and 16: pp. 183-211, 307-329, and 329-347	CR 10
14	April 21	Wu Cheng'en, <i>Xiyouji (Journey to the West)</i> chs. 1-4 (PDF in Canvas) 5025/6025: Marianne O'Doherty "Where Were the Middle Ages?"	GE: <i>Pearl</i>
	April 23	Wu Cheng'en, <i>Xiyouji (Journey to the West)</i> chs. 5-8 (PDF in Canvas)	CR 11
15	April 28	Medieval Afterlives day 1 Umberto Eco "Dreaming of the Middle Ages" Paul Sturtevant "Race: The Original Sin of the Fantasy Genre"	
	April 30	Medieval Afterlives day 2 Dungeons & Dragons Day	Microproject 2
Finals	Thursday, 5/7, 10:30 am – 1:00 pm	Final Project Presentations	