



## Literature, Journalism, Writing, and Languages LIT 4044, Section 1 Medieval Literature

### Spring 2020

**Meeting times:** MWF 1:30-2:25pm

**Meeting location:** BAC 156

**Final Exam:** Friday, May 8 1:30-4:00pm

**Instructor:** Dr. Blessing Phone ext. 2652

**E-mail:** carolblessing@pointloma.edu

**Office:** Bond Academic Center 115

**Office Hours:**

Before class 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### CATALOGUE DESCRIPTION

---

A study of British Literature from 1100 through 1500, including Chaucer, the Pearl Poet, Julian of Norwich, and Mallory, and covering medieval drama, poetry, prose, romance, and tale. Prerequisite: LIT 2054.

### REQUIRED TEXTS

---

Pearsall, Derek, ed. *Chaucer to Spenser: An Anthology*.

Shepherd, Stephen H. A., ed. *Middle English Romances*.

Norwich, Julian. *Revelations of Divine Love*. Penguin

De France, Marie. *Lais of Marie De France*. Penguin

De Pizan, Christine. *Book of the City of Ladies*. Penguin

Supplemental sources from the Internet:

See the extensive list of Medieval literary resources at:

<http://andromeda.rutgers.edu/~jlynch/Lit/medieval.html>

This is the best Chaucer site:

<http://www.courses.fas.harvard.edu/~chaucer/index.html>

### COURSE LEARNING OUTCOMES

---

*Students will be able to:*

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) 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 (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.

4. Create (synthesis, evaluation) detailed and informed textual analysis of literary s employing secondary sources and applying concepts of literary study and literary theory

## COURSE REQUIREMENTS

---

- Reading of all assignments by the assigned days (CLO 1)
- Quizzes, both written and oral, class exercises, homework (involving critical sources), and oral participation—**10%** (CLO 1, 2, 3, 4)
- Journals—**15%** (CLO 1, 2, 3)
- Marie de France *Lais* Video—**5%** (CLO 1,3)
- Research Paper Prospectus—2 pages plus annotated bibliography—**5%** (CLO 4)
- Research Paper—10 pages—**20%** (CLO 1, 2, 3, 4)
- Oral project (presented in class)—**10%**—Popular culture representations of the Middle Ages (Medievalisms)
- Midterm exam—**20%** (CLO 1, 2,4)
- Final exam—**15%** (CLO 1, 2,4)

PERCENT	GRADE	PERCENT	GRADE
93-100	A	73-77	C
90-92	A-	70-72	C-
88-89	B+	68-69	D+
83-87	B	63-67	D
80-82	B-	60-62	D-
78-79	C+	Below 60	F

## JOURNALS

---

You will keep a journal that includes your notes and thoughts on the readings, to be turned in as noted. Each entry is to be approximately 350 words, typed on an 8½” x 11” page.

The journal entry format is as follows:

- Date:
- Title:
- Author:
- Genre:
- Theme(s):
- Historical and social contexts:
- New word from the reading and definition:
- Your reactions to the reading:
- Comparison to other works you have read:
- Your critical question on the work:
- Your hypothesis in response to your critical question:

## ORAL PRESENTATIONS—dates are indicated on the syllabus—sign-ups in class

---

Each oral presentation will be 10 minutes long, and will focus on the representations of the Middle Age in later works and popular culture. How have works in this category influenced other works of literature, art, music, film, and pop culture? You must do outside research for these projects—the point of the assignment is to bring **new information** to the class (as well as to have you learn more about the middle ages’ effects on later cultures).

Use whatever audio/visual aids you wish. Example: Artwork, music, PowerPoint, film clips, YouTube, etc. The more creative the better!

You must have a good handout for the class members, summarizing your findings, and including a list of at least three sources you used, documented in MLA format. Do **not** list our textbooks or sources such as Wikipedia. Use top-level resources, including books published by university presses, journal articles, and/or websites connected with universities, as well as the cultural works you locate.

## **COURSE POLICIES AND PROCEDURES**

---

The classes will be a combination of lecture and discussion. A number of resources on medieval culture and literature are available via the web, and I will sometimes assign on-line resource or readings from our Ryan Library databases.

★ You will need to read many of the assignments in Middle English, but you may use translations or bi-lingual editions to help you. Many translations are available on-line. We will be reading portions of the works aloud in Middle English in class. PLEASE raise in class any questions/problems you have with the readings.

**Turn off cell phones and computers in class—no calls or texting, mail-checking, etc. Computers/tablets may only be used for note-taking—no web surfing, social media, mail, games, etc., and only with my permission. Violations of these policies will result in a lowered class participation grade.**

### **Class Sessions, Preparation, Assignments, and Technology:**

- a. Come to class prepared to discuss and analyze the assigned readings, read from your journal entries, raise questions, and read portions of the work aloud.
- b. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- c. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- d. It is your responsibility to see to it that I receive your work.
- e. Always keep electronic copies of your work so that you can provide duplicate copies if the need arises.
  - f. No *Cliff's Notes*, *Barron's Notes*, *Spark Notes*, *Wikipedia*, or similar guides are to be used for papers, brought to class, or used as a substitute for the reading.

**Email and Canvas:** You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

## **INCOMPLETES AND LATE ASSIGNMENTS**

---

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Quizzes, homework, analyses, papers, in-class writings, and the midterm and final exams may not usually be made up—no late work is accepted, except for emergency situations. If you have an excused absence, turn in your paper early or electronically. It is important to communicate with me regarding reasons for absences and any need for clarification of assignments. I don't give make-up quizzes. If you are on a sports or debate team that requires excused absences, talk to me the first week of class.

## **ACADEMIC HONESTY**

---

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## ACADEMIC ACCOMMODATIONS

---

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### 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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### 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.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**Maintaining Your Own Class Schedule through Online Registration:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the drop deadline. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

**Diversity Statement:** Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

**Class Schedule: - Complete all readings by the assigned day and bring your appropriate textbook to class**

- Jan. 14 Class—Historical Backgrounds, History of English language, “Ballade de Bon Conseil”  
**Chaucer Unit—Pearsall Text**
- Jan. 15 Read—Pearsall “Introduction” pp. xv-xviii, and Shepherd “Reading Middle English” pp. xv-xx;  
pronunciation work  
Go over lessons 1-5 on The Harvard Chaucer website:  
<http://sites.fas.harvard.edu/~chaucer/teachslf/less-0.htm#Index>
- Jan. 17 Read—Chaucer: 1-2; *Canterbury Tales* “General Prologue”—79-99  
Class—Discussion: Pilgrimages and social classes
- Jan. 20 **Martin Luther King, Jr. Day – No Classes**
- Jan. 22 Read—Chaucer “Miller’s Prologue and Tale” pp. 99-115  
Class—Discussion: genre and character; social contexts, humor
- Jan. 24 Read—Chaucer: “The Wife of Bath’s Prologue” pp. 116-134  
Class—Discussion: Stereotypes and satire of women  
**Journal #1 Due**
- Jan. 27 Read—Chaucer: “The Wife of Bath’s Tale” pp. 134-143  
Class—Discussion: Social class and Breton Romance
- Jan. 29 Read—Chaucer: “The Franklin’s Prologue and Tale” pp. 144-163  
Class—Discussion: “truth” and Breton Romance
- Jan. 31 Continue coverage of “The Franklin’s Tale”  
**Journal #2 Due**
- Feb. 3 Read—Chaucer: “The Pardoner’s Prologue and Tale” pp. 164-177  
Class—Discussion: Critiques of the Medieval Church
- Feb. 5 Read—Chaucer: “The Knight’s Tale”—Handout  
Class—Discussion: Medieval institution of Knighthood
- Feb. 7 Continued coverage of “The Knight’s Tale”  
**Journal #3 Due**
- Romance Unit—Shepherd Text, except where noted**
- Feb. 10 Read essay on *Havelok*, pp. 315-319, and *Havelok* pp. 3-24  
Class—Discussion: Precarious childhood and evil stewards
- Feb. 12 Read---*Havelok* pp. 25-55  
Class---Discussion: Divine Right of Kingship
- Feb. 14 Read---Chaucer’s “The Parliament of Fowls,” pp. 2-20 in Pearsall  
Class----Discussion: The origins of Valentine’s Day  
**Journal #4 Due**
- Feb. 17 Read—*Havelok* pp. 56-74  
Class—Discussion: History and legend
- Feb. 19 Read---“Sir Orfeo” pp. 174-190 and 345-350  
Class—Discussion of Fairies in the middle ages

- Feb. 21 Read—Marie de France *Lais*—Introduction and Prologue, pp. 7-41  
Class—Backgrounds to Marie de France  
**Journal #5 Due**
- Feb. 24 Read--- Marie de France *Lais*: “Guigemar,” “Equitan,” and “Le Fresne” pp. 43-67  
Class—Discussion: Fantasy and family
- Feb. 26 Read— Marie de France *Lais*: “Bisclavret” and “Lanval” pp. 68-81  
Class—Discussion: Infidelity and loyalty
- Feb. 28 Read--- Marie de France *Lais*: “Yonec” and “Laustic” pp. 86-96  
Class—Discussion: Marriage  
**Journal #6 Due**
- Mar. 2 Read-- Marie de France *Lais*: “Milun” and “Eliduc” pp. 97-104 and 111-126  
Class—Discussion: Animal analogues
- Mar. 4 **Marie de France Video Presentations**
- Mar. 6 **Midterm Exam**
- Mar. 9-13 **No Classes—Spring Break**
- Mar. 16 Read *Ywain and Gawain* pp. 75-108 in Shepherd  
Class—Discussion: Fantasy elements and courtly love
- Mar. 18 Read *Ywain and Gawain* pp. 108-141 in Shepherd  
Class—Knightly protection and female vulnerability
- Mar. 20 Read *Ywain and Gawain* pp. 141-173 in Shepherd  
Class—The Wise Maiden/helper  
**Journal #7 Due**
- Mar. 23 Read handout of first half of *Sir Gawain and the Green Knight*  
Class---Discussion: Contexts of the work  
**Research Paper Prospectus DUE**
- Mar. 25 Read *Sir Gawain and the Green Knight* pp. 234-254 in Pearsall  
Class---Discussion: Courtly Love and The Hunt
- Mar. 27 Read *Sir Gawain and the Green Knight* pp. 254-265 in Pearsall  
Class---Discussion: Religious lessons and the Arthurian myth  
**Journal # 8 Due**
- Mar. 30 Read *Morte D'Arthure* pp. 431-464 in Pearsall  
Class—Discussion: Arthurian myth and the waning of Knighthood  
Bring in/discuss Arthurian resources
- Religious Writings Unit—Pearsall Text**
- Apr. 1 Read---*The Cloud of Unknowing* pp. 292-296 and  
*The Mirror of the Blessed Life of Jesus Christ* pp. 313-318 Pearsall  
Class---Discussion: Varieties of Mysticism
- Apr. 3 Read---Julian of Norwich *Revelations of Divine Love*, Introduction, pp. vii-xxxi  
Class—Discuss: Backgrounds to Julian of Norwich

- Apr. 6 Julian of Norwich *Revelations of Divine Love*, pp. 41-78  
Class—Discuss: Visions of God and Christ
- Apr. 8 Julian of Norwich *Revelations of Divine Love*, pp. 79-90; 110-136  
Class—Discuss: Parable of the Servant and Motherhood of Christ  
**Journal #9 Due**
- Apr. 10-13 **Easter Recess – No Classes**
- Apr. 15 Julian of Norwich *Revelations of Divine Love*, pp. 137-180  
Class—Discuss: Sin, the Devil, and Love
- Apr. 17 Christine de Pizan—*The Book of the City of Ladies*, Introduction, pp. xvi-xxxv  
Class—Contexts of Christine de Pizan’s work
- Apr. 20 Christine de Pizan—*The Book of the City of Ladies*, pp. 5-30 and 57-68  
Class—Discussion: The defense of women
- Apr. 22 Christine de Pizan—*The Book of the City of Ladies*, pp. 78-110  
Class—Discussion: Wise women
- Apr. 24 Christine de Pizan—*The Book of the City of Ladies*, pp. 139-152 and 188-199  
Class—Discussion: Chaste women  
**Journal #10 Due**
- Apr. 27 Christine de Pizan—*The Book of the City of Ladies*, pp. 201-239  
Class—Discussion: Virgin Martyr legends
- Apr. 29 Course Review/Wrap-up and Medieval Feast
- May 1 **Research Paper DUE and summarized in class**
- May 8 **Final Exam—Friday 1:30-4:00pm**

