



*Thumbnail for bardcore
Youtuber [Hildegard von Blingin'](#)*

ENG 3050 – Diverse Voices of World Literature

3 Units

Section 2, Spring 2025

Meeting days/times: TTh 11:00 am-12:15 pm

Meeting location: Bond 103

Final Exam: Thursday, 5/8 10:30 am – 1:00 pm

Instructor title and name:	Dr. Schuyler Eastin
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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 1:00-2:00 pm, 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.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.

Prerequisite(s): Fulfillment of the College Composition requirement, [ENG 2000](#), and Junior or Senior standing.

Extended Course Description

Virginia Woolf once wrote "I would venture to guess that Anon, who wrote so many poems without singing them, was often a woman." Woolf was responding to the tendency of literary cornerstones like Homer, Chaucer, Shakespeare, etc. to have controlled both the literary and cultural narratives of human history. Accordingly, our work this semester will be guided by the following course questions:

1. *How do premodern female writers challenge or even break myths perpetuated by a male-centric canon?*
2. *What can the named female authors from premodern world literature tell us about "Anonymous" and her contributions to literary history?*

This questions should help us better understand and combat marginalization by giving voice to those who have been historically dismissed.

Program and Course Learning Outcomes

Successful students in this course will be able to:

1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation. (**GELO 2c**)
2. Recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts. (**GELO 2c**)
 - . Standard literary terminology
 - . Modes/genres of literature
 - . Elements of literary genres
 - . Literary periods (dates, writers, characteristics, and important developments)
2. Connect (**synthesis**) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (**GELO 2c**)

Required Texts and Recommended Study Resources

- Aristophanes. *Lysistrata: New Verse Translation*. Translated by David Mulroy. ISBN 9780299329846
- *Beowulf: A New Translation*. Translated by Maria Dahvana Headley. ISBN 9780374110031
- Headley, Maria Dahvana. *The Mere Wife*. ISBN 9781250214942
- Heldris of Cornwall *Silence: A Thirteenth-Century French Romance*. Translated by Sarah Roche-Mahdi. ISBN 9780870135439
- Hildegard of Bingen. *Book of Divine Works*. Translated by Matthew Fox. ISBN 9780939680351
- Shikibu, Murasaki. *Tale of Genji*. Translated by Kenchō Suematsu. ISBN 9784805314647

These editions are required. Hard copies are highly recommended.
Any other assigned readings will be made available via link or PDF in Canvas.

Assessment and Grading*

Grades have probably been a factor of 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 system operates on the following principles:

- Your final grade will be determined by the labor you are willing to put into the class rather than by your ability to perform under artificially stressful conditions.
- You will demonstrate evidence of your labor by committing to the work of reading and by meeting all stated expectations on all assignments.
- Assignments will be marked with a 4-point Canvas rubric to indicate if you have completed an appropriate amount of work on submitted assignments. Any assignments that have received less than the full 4 points will not be considered Complete until you have either added any missing content or otherwise followed up on the assignment as requested by your instructor. Note: while Canvas will 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 (less than 4 points), or Unsubmitted.
- You have 30 days after the original assignment due date to follow-up on assignments that are In Progress (this grace period does NOT extend the day/time of our Final Exam). In most cases, following-up will require posting additional content to the Comments section of an assignment in Canvas AND messaging your instructor about it via email or Google Chat.
- You have 30 days after the original assignment due date to follow-up on assignments that are Unsubmitted (this grace period does NOT extend past the day/time of our Final Exam). Submitting late work requires a x1.5 increase to the word count requirement.
- If for some reason you are unable to complete assigned work on time, it is your responsibility to be in active communication with your instructor concerning how and when you plan to complete it.
- Any assignments that are not Complete by the end of the semester 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.
- Written feedback will be offered on some assignments, but in most cases the Canvas rubric will be our primary feedback mechanism. If you're ever unsure what to do to complete an In Progress assignment you are always welcome to ask your instructor for additional guidance. Any feedback (and, in fact, any assignment) is always an invitation to further dialogue.

- Instead of Quizzes or Midterms that reward or punish you, we will complete Progress Checkpoints that assess how your engagement with the course material is developing. As with other assignments, you can change the status of In Progress or Unsubmitted Progress Checkpoints by visiting Office Hours or by otherwise following-up as instructed in Canvas.
- 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.

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 the following ways:
 - Logging your attendance via frequent Google Forms polls. Please plan to bring a device that can scan QR codes and log in to your campus Gmail account each day.
 - Collaborating effectively during group discussions.
 - Posting content to our various digital collaboration tools (Google Chat, Slides, etc.)
 - Making use of office hours to address questions or expand your understanding of the material.
- 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 your weekly assignments are still In Progress or Unsubmitted, if any required components are absent from any of the larger 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 weekly assignments are In Progress or Unsubmitted, if multiple requirements are absent from any larger 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 larger 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.

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. 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. This course will involve literary depictions of overt sexuality, sexual assault, misogyny, and physical violence. For this reason, each time this topic appears in a reading, it is marked on the course schedule with this Content Warning superscript: ^{CW}.

I recognize you may find some of these topics triggering. 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 students 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 online (distance education) outside of 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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 but an equal number of intellectual pitfalls. 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 is rarely justified (see the course Labor Based Grading policy above) and strongly discouraged.

Any use of AI (including but not limited to: brainstorming, content generation, or editing/proofreading) must be accompanied by a [proper MLA citation](#) AND a 2-3 sentence statement explaining why you could not accomplish these tasks on your own (it should go without saying, but this statement should NOT be AI-generated).

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 drop 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: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- 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 (see Multimodal Learning below). 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 to have 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 sometimes be long and challenging. I actually encourage you to seek out plot summaries or textual guides as a supplement (but not a substitute) to your reading. These supplements might even offer us insight into expanding or challenging established interpretations of a text. Just be sure to clearly distinguish between your own ideas and those of others in accordance with the PLNU Academic Honesty Policy.

Multimodal Learning: While our primary modality will be in-person verbal discussion, new technology has made possible a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include a dedicated class Google Slides deck, Google Chat space, Shared Google Docs, Padlets, Youtube playlists, and other digital tools we may discover as the course progresses (links to all course tools are available in Canvas). It is my hope that new and innovative digital tools will help us find fascinating ways to explore literary texts and to supplement our discussions with easily-shared media and information. Be prepared to take advantage of or even pioneer these learning opportunities both in and outside of class.

*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 Canvas feedback to help you focus and improve the intellectual labor you perform this semester. All assignments below are required:

- Progress Checkpoints (Course Learning Outcome 2) While these checkpoints will look an awful lot like quizzes, their functions is not to reward or penalize you but to serve as a tool for both you and I to gauge your progress. They will likely involve a mix of question types in Canvas quizzes as well as a supporting in-class discussion. Further details will be shared the week prior to each checkpoint.
- GE Signature Assignment (Course Learning Outcome 3) This signature assignment is a formal essay due by the beginning of the final examination period. Further details and a formal prompt will be provided toward the end of the semester.
- Reading Group Collaboration and Presentation (Course Learning Outcome 3)
 - At the start of the semester you will form a small reading group. These groups are intended to provide a peer-to-peer support structure for readings and assignments in the class. While I won't always be monitoring your group interactions, I encourage you to discuss the readings regularly with your group outside of class and to sit together *in* class, as we will often engage in group-based discussion activities.
 - Group Presentation (GP): Once during the semester your group will be responsible for preparing a presentation on the material we are covering and for moderating class discussion that day. These presentations will help introduce the class the the larger works we are covereing and to highlight the ways we can connect to the cultures they represent. Each group member should plan to contribute substantively to this preparation, though not every group member is required to speak publicly.
 - This presentation/discussion should contain:
 - An introduction to the text that highlights what we know about its author, time period, and the culture that produced it.
 - A summary of a scholarly article analyzing the text that identifies both its author, date of publication, and the argument being made.
 - An explanation of an important cultural or historical context that could help us understand how the text was produced.
 - A sample analysis of a key moment within the text that responds to our course question.
 - A description of a modern cultural touchstone that could help us better understand these voices from the distant past.
 - A thoughtful interpretive question that will inspire discussion and/or debate in class (feel free to ask us to pick sides on any moral/ethical/analytical issues represented in the text).
 - An engaging activity that will allow the class to work with your question in creative ways (voting, idea boards, Chat responses, etc. Be creative!).
 - Illustrative visuals (PowerPoint, Slides, etc.) that support your presentation.
 - *Note: be sure to Include bibliographic citations for any research materials you used in preparing your contribution to this presentation.*
 - Each group member should additionally be prepared to ask/field questions/responses from the rest of the class and to generally guide the discussion for roughly 45 minutes of the class period.

- Post your presentation materials to the Canvas GROUP PRESENTATION Discussion Board (please submit as a PDF or in another easily-accessible format, only one submission required per group).
 - Presentation Labor Breakdown:
 - The components listed above should be covered over the course of the entire presentation, but how you distribute these responsibilities is entirely up to you. I also acknowledge that some of us struggle significantly with public speaking and for this reason it would be permissible for some members of the group to shoulder more of the presentation responsibilities as long as the other group members compensate during preparation.
 - On the day of your group presentation, each group will submit a written breakdown of each group member's contribution that should represent an even distribution of labor (only one submission is required per group).
- Reading Responses (RRs) (Course Learning Outcome 1) Usually at the conclusion of a block of related texts, you will contribute an analytical response to a Discussion Board question posted in that week's Canvas module that will help organize your thoughts about the material we've covered. The specific requirements of each response may vary and may not always take the form of a written Discussion post, but you should generally expect to demonstrate your careful reading and deep thinking on the texts we have been reading. These postings should contain:
 - A thorough response to the posted question.
 - A synthesis of multiple texts within the block (in essence, you should discuss more than one text in conjunction with one another).
 - Textual support for your response that demonstrates thorough and active reading. This will typically take the form of quotations with supporting commentary.
 - Two responses to postings made by other members of your Reading Group. These responses should not be limited to praise ("good job" isn't going to cut it), but should explore shared opinions, observations that expand on your peer's ideas, or even critical disagreement with their interpretations (provided you keep them respectful and productive).
 - *Each of the 4 requirements above correspond to the 4-point Reading Response rubric in Canvas.*
- Postings should be a minimum of 200 words in length and each response to a peer should be a minimum of 50 words in length. Reading Responses are due 1 hour before class begins on the date listed in the course schedule.
- Any variation in these requirements will be detailed in the Canvas assignment link.

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.

Week	Day	Class Topic/Activity	Due
1	January 14	Course Introduction, Syllabus <i>Download and read the course syllabus</i>	
	January 16	Complete Labor-based Grading Contract in Canvas Excerpts from Christine de Pizan's Book of the City of Ladies	
2	January 21	<u>Reading Block 1</u> John Milton, Paradise Lost Book X, lines 85-207 and 845-1104 AND <i>The Sayings of the Desert Fathers</i> : read all the sayings of Theodora, Sarah, and Syncletica (PDF in Canvas)	
	January 23	TEDEd "Who Was the World's First Author?" and Enheduanna, "The Exaltation of Inanna"	
3	January 28	The poetry of Lal Ded read all 99 poems (don't worry, they're short)	Reading Response (RR) 1
	January 30	<u>Reading Block 2</u> Peruse the Introduction to <i>Lysistrata</i> or listen to the BBC In Our Time Podcast on it Aristophanes, <i>Lysistrata</i> pp. 3-57 <small>CW: sexual humor</small>	Group Presentation (GP) 1
4	February 4	Aristophanes, <i>Lysistrata</i> pp. 57-112 <small>CW: sexual humor</small>	
	February 6	Poetry of Sappho (see Canvas for the reading list)	GP 2
5	February 11	Female poets of Al-Andalus (see Canvas for links and instructions)	RR 2
	February 13	<u>Reading Block 3</u> Joseph Swetnam, "The Araignment of Women" Chapters 1 and 2 (as much as you can handle without screaming...) <small>CW: misogyny</small> Rachel Speght, "A Muzzle for Melastomus"	GP 3
6	February 18	Selected poems by Margaret Cavendish (see Canvas for the reading list)	
	February 20	Hildegard von Bingen, <i>Book of Divine Works</i> First Vision: On the Origin of Life pp. 8-21	GP 4

7	February 25	Hildegard von Bingen, <i>Book of Divine Works</i> Second Vision: On the Construction of the World pp. 22-55	
	February 27	Hildegard von Bingen, <i>Book of Divine Works</i> Third Vision: On Human Nature pp. 56-79	RR 3
8	March 4	PROGRESS CHECKPOINT 1 <u>Reading Block 4</u> Geoffrey Chaucer, <i>The Wife of Bath's Prologue</i> lines 1-716 ^{CW} : sexual innuendo Read the modern English translation on the right (unless you're feeling brave enough to try the original Middle English on the left)	GP 5
	March 6	Geoffrey Chaucer, <i>The Wife of Bath's Prologue and Tale</i> lines 717-1270 ^{CW} : domestic violence, implied rape	
-	March 10-14	<i>Spring Break (no class)</i>	
9	March 18	Heldris of Cornwall, <i>Silence</i> , lines 1-2126 (pp. 3-101)	GP 6
	March 20	Heldris of Cornwall, <i>Silence</i> , lines 2127-4314 (pp. 101-203)	
10	March 25	Heldris of Cornwall, <i>Silence</i> , lines 4315-6706 (pp. 203-315)	RR 4
	March 27	<u>Reading Block 5</u> From Guillaume de Lorris <i>Le Roman de la Rose</i> , Part 3, Ch. XIX: Fair Welcome From Jean de Meun's continuation of <i>Le Roman de la Rose</i> , Part 12, Chs. CVIII-CVIX: The Lover Arrives at the Rosebush and The Lover Wins the Rose Mirusaki Shikibu, <i>The Tale of Genji</i> , Introduction by the Translator (pp. 12-18) and Ch. 1 (pp. 19-35)	GP 7
11	April 1	Mirusaki Shikibu, <i>The Tale of Genji</i> , Ch. 2-4 (pp. 36-99) ^{CW} : kidnapping	
	April 3	Mirusaki Shikibu, <i>The Tale of Genji</i> , Chs. 5-8 (pp. 100-150)	
12	April 8	Mirusaki Shikibu, <i>The Tale of Genji</i> , Chs. 9-13 (pp. 151-199)	RR 5
	April 10	<u>Reading Block 6: An "Anonymous" Thought Experiment</u> Headley's translation of <i>Beowulf</i> , lines 1-1158 (pp. 3-51)	GP 8
13	April 15	Headley's translation of <i>Beowulf</i> , lines 1159-3182 (pp. 51-136) PROGRESS CHECKPOINT 2	

	April 17-21	<i>Easter Recess (no class)</i>	
14	April 22	<i>The Mere Wife</i> , Prologue and Chs. 1-9 (pp. 1-73) ^{CW: implied rape, PTSD}	
	April 24	<i>The Mere Wife</i> , Chs. 10-20 (pp. 77-150)	
15	April 29	<i>The Mere Wife</i> , Chs. 21-32 (154-227) ^{CW: consensual sex}	
	May 1	<i>The Mere Wife</i> , Chs. 33-45 (pp. 228-303) ^{CW: gun/knife violence} PROGRESS CHECKPOINT 3	
16	Thursday, May 8	10:30 am -1:00 pm Extended Office Hours for Final Follow-up	GE Signature Assignment