

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	ENGL	College/School	CLA
Prepared by	Karen A. Grossweiner	Phone	474-5012
Email Contact	kgosswe@alaska.edu	Faculty Contact	Karen A. Grossweiner

1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION: Dept: ENGL Course #: 420 No. of Credits: 3

Justify upper/lower division status & number of credits: Course will include intensive reading in literature, theory and criticism as well as research project or projects using the same. Credits appropriate for number of hours met during semester.

3. PROPOSED COURSE TITLE: Studies in Medieval and 16th Century British Literature

4. To be CROSS LISTED? YES/NO: No If yes, Dept: Course #: (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO: No If yes, Dept: Course #: (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

6. FREQUENCY OF OFFERING: Every third Fall
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved): Fall 2011

8. COURSE FORMAT: NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT (check all that apply):
 1 2 3 4 5 6 weeks to full semester
 OTHER FORMAT (specify):
 Mode of delivery (specify lecture, field trips, labs, etc): Lecture, discussion

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type):

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ENGL F420 W, O/2 Studies in Medieval and 16th Century British Literature (h)
3 Credits Offered Every Third Fall
Intensive study of variable topics in medieval and 16th Century British literature. Themes may include Arthurian literature, fin'amor (courtly love), orality and literacy, and the Otherworld and other imaginary lands. Intensive readings and research in both primary texts and contemporary literary theory and criticism will foster in-depth understanding of chosen topic. Course may be repeated once for credit when content varies. Prerequisites: COMM 131X or COMM 141X; ENGL F211X or ENGL F213X or permission of instructor. (3+0)

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

This course covers substantially different subject matter in each iteration.

How many times may the course be repeated for credit? 1 TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES COMM 131X or COMM 141X; ENGL F211X or ENGL F213X or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS none

16. PROPOSED COURSE FEES \$ none

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course is part of a major revision of the undergraduate curriculum and is being substituted for a prior course that is being deleted. Total number of 400 level course offerings will not change. Current facilities adequate.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Contacted Karen Jensen on September 14, 2010. Received approval that materials needed would fit into library budget.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

English

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This course is designed to update the English major and minor so they are aligned with current national trends. This course will only impact the English department and will not duplicate offerings in other units.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course forms part of a major revision to the English undergraduate 400 level curriculum. It is designed to better utilize the expertise of English department faculty and to incorporate current disciplinary developments into the English Department curriculum. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.

APPROVALS:

<i>Richard Glas</i>	Date	Sept 28, 2010
Signature, Chair, Program/Department of:	English	

<i>Y. T. G.</i>	Date	10/13/10
Signature, Chair, College/School Curriculum Council for:	CLA	

<i>Christa Harmann</i>	Date	10-14-10
Signature, Dean, College/School of:	CLA	

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and
 how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

ENGL F420 W, O/2
Fall 2011
TR 2:00-3:30 Gruening 408
E-mail: kgrosswe@alaska.edu
Office phone: 474-5012

DR. KAREN A. GROSSWEINER
Office: 864 Gruening
Office hours: Tues./Thurs. 3:40-5:10
& by appointment

STUDIES IN MEDIEVAL & 16TH CENTURY BRITISH LITERATURE:

ARTHURIAN LEGENDS (3 credits)

COURSE DESCRIPTION & GOALS

This course is designed to build upon the 300-level survey courses by focusing on a specific topic or theme in medieval and/or 16th century British literature. This semester we will focus on the Arthurian legends. While the majority of this course will focus on insular texts, we will begin with Chrétien de Troyes's *The Knight of the Cart* (Lancelot) to help us both identify Arthurian romance conventions and determine how Middle English texts differs from their continental counterparts. We will discuss how romances are constructed both narratively and rhetorically, how they are filtered through a narrating voice, and how the notions of authorship and textuality are complicated in an oral/ manuscript culture. We will also consider the somewhat controversial term *fin' amors* (courtly love), explore how gender is constructed, and discuss the importance of audience. Moreover, we will briefly look at the legends' representation in cinematic, musical and pictorial compositions and reflect on why these legends have endured for so long in so many media and in so many cultures. The course will conclude with Edmund Spenser's *The Fairie Queene* in order to explore how medieval topoi are altered by the different ideologies of 16th century England.

While students will primarily read primary texts, many in their original Middle English, these readings will be supplemented with secondary readings to illustrate how modern scholars and recent theoretical approaches keep literature from earlier periods relevant to modern audiences by providing us with new insights and new questions.

The course's **goals** are to demonstrate how commonplace modern ideas such as author, scribe, text, and originality are problematized when applied to medieval narratives, familiarize students with Arthurian romance conventions, and help students explore how these conventions are reinterpreted when applied to 16th century narratives.

ENGL F420 is designated as writing intensive (W), so the majority of the final grade is derived from writing activities.^(A) We will discuss writing issues throughout the semester. Students will produce a research essay^(B) that they will draft in stages in order to receive feedback both from their peers and myself.^(D) This feedback will consist of both written comments and a personal conference with me.^(C) A thorough essay revision is required. Moreover, students will write a final examination consisting primarily of essay questions. Please see course calendar for more details.

ENGL F420 is also designated as oral intensive (O/2), so students will conduct two oral presentations: one 5 minute presentation ^(B) and one 8-10 minute presentation with question and answer ^(C). I will evaluate and provide feedback on both presentations ^(D) as well as discuss oral presentations throughout the semester. The shorter presentation will be worth 5 percent of the final grade while the longer presentation will be worth 10 percent of the final grade ^(A).

STUDENT LEARNING OUTCOMES

By the end of this course students should be able to:

- Identify major themes and motifs of the Arthurian legends and point them out in specific textual examples
- Explain orally or through writing how the Arthurian legends developed from oral Celtic legends to rhetorically sophisticated written textual narratives
- Read Middle English narratives in their original language
- Explain orally or through writing how oral dissemination impacts notions of authorship
- Explain orally or through writing how a manuscript culture impacts notions of textuality
- Explain orally or through writing how medieval conventions changed in 16th century England
- Design and complete a research project that focuses on Arthurian legends in the middle ages or the 16th century

Prerequisite: ENGL 211X or ENGL 213X or permission of instructor

INSTRUCTIONAL METHODS

Class time will consist of a combination of lecture, discussion, and small group work (both peer review and small group discussion).

REQUIRED TEXTS

- Barron, W.R.J. and S.C. Weinberg, eds. *Layamon's Arthur: The Arthurian Section of Layamon's Brut*. Revised ed. Exeter: U Exeter P, 2001.
- *The Complete Romances of Chrétien de Troyes*. Trans. David Staines. Indiana UP, 1993.
- Sir Thomas Malory. *Le Morte Darthur*. Ed. Helen Cooper. Oxford: Oxford UP, 1998.

- Benson, Larry D. and Edward E. Foster, eds. *King Arthur's Death: The Middle English Stanzaic Morte Arthur and Alliterative Morte Arthure*. Revised. TEAMS. Kalamazoo, MI: Medieval Institute, 1996.
- Geoffrey of Monmouth. *The History of the Kings of Britain*. Trans., ed. Michael A. Faletra. Ontario: Broadview, 2008.
- *Edmund Spenser's Poetry: Authoritative Texts, Criticism*. Ed. Hugh Maclean and Anne Lake Prescott. 3rd ed. Norton Critical ed. New York: Norton, 1993.
- *The Mabinogion*. Trans. Sioned Davies. Oxford: Oxford UP, 2008.
- Pauline Matarasso, ed. *The Quest of the Holy Grail*. New York: Penguin USA, 1969.
- Elizabeth Archibald & Ad Putter. *The Cambridge Companion to the Arthurian Legend*. Cambridge: Cambridge UP, 2009.

Required texts are available at the UAF bookstore. **Please buy these editions as they contain required supplemental material.**

COURSE REQUIREMENTS

Students will write a 3-4 page essay and a 12-15 page research essay.^(W-B)
Other requirements include

- Participating in 2 oral presentations: one 5 minutes^(O/2-B) and one 8-10 minutes^(O/2-C)
- Completing all assigned readings
- Vigorously participating in class discussions
- Writing a final essay examination

All work must be completed to receive credit for the course.

IMPORTANT MATTERS

ATTENDANCE POLICY:

Regular attendance is crucial. Every absence over 4 will cause your final grade to be lowered by 3 points. Your 4 non-penalized absences should be used for personal illness, family illness, travel, automobile problems, etc. Please do not use all your absences early in the semester, as I do not distinguish between excused and unexcused absences.

If you do miss a class, it is your responsibility to contact someone in the class to find out what you missed.

Students are expected to be in class on time. Tardiness of 10 minutes or more will be counted as half an absence. Please allow extra time for road delays and/or parking problems.

CLASS RULES

Students should not leave class except in the case of an emergency.

Any student found doing work for another course while class is in session will be asked to leave and will receive an absence for the day.

Computers should only be used for taking notes. Anyone found using a computer for any other purpose will be prohibited from using their computer for the remainder of the semester.

Also, cell phones and MP3s should be turned off and put away before class begins.

GRADING:

3-4 page essay	15% ^(W-A)
12-15 page research essay*	50% ^(W-A)
5 minute oral presentation	5% ^(O/2-A)
8-10 minute oral presentation	10% ^(O/A)
Final examination	20%

Important notes:

- All work must be completed for students to receive credit for this course
- While students will be developing and handing in their research project in stages, they will only receive a grade for the final draft. Prior drafts will receive written and/or oral comments. Furthermore, any student who does not complete any one stage of the draft/revision process will receive a full letter grade penalty on their research essay final grade (for instance, they would drop from a B+ to a C+), and any student failing to complete more than stage will not receive credit for the research essay and hence will not receive credit for this course.

GRADING SCALE

100-98	A+	97-93	A	92-90	A-	89-88	B+	87-83	B	82-80	B-	79-78	C+	77-73
C	72-70	C-	69-60	D	59 and lower	F								

GRADING CRITERIA

Grading for this class will follow UAF guidelines:

A = An honor grade, indicates originality, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required

B = Indicates outstanding ability above the average level of performance

C = Indicates a satisfactory or average level of performance

D = The lowest passing grade, indicates work of below average quality and performance

F = Indicates failure to meet lowest standards

ORAL PRESENTATIONS

Each student will prepare and deliver one 5 minute ^(O/2-B) and one 8-10 minute ^(O/2-C) presentation to the class. By the end of the second week of the semester you will have been given the dates of your presentations, and each presentation must focus on the text being discussed that day or provide supplemental material that will elucidate that text. (The number of days being devoted to presentations may change depending upon the number of students in the class.) Your presentation could focus on a) an article about the text we are reading that day; b) a specific passage or sequence in the text, c) particular stylistic or thematic conventions found in this text, or d) a relevant aspect of modern critical theory. Other topics are possible with permission of the instructor. Don't just give general comments; instead, be sure you are elucidating something specific in depth. Also, assume your classmates will have read the text, so don't just summarize the plot or point out when a particular convention occurs.

Each presentation should include an introduction and a conclusion, and a handout is required. Be prepared for a short question and answer session after the presentation.

Reports will be graded on depth of content, organization, presentation, effectiveness of handout, and responsiveness to questions. You will receive feedback from both your classmates and from myself on each presentation ^(O/2-D).

RESEARCH ESSAY^(W-B)

Your research essay should be 12-15 pages (double spaced, 12 pt. font) and should focus on one text or compare two texts (you may refer to other texts in passing). The text(s) you choose need not have been discussed in class (as long as they are Arthurian and as long as at least one is from the Middle Ages or 16th century Britain); however, you need to read any English texts (with the exception of *Layamon*) in Middle English. You should also remember that if you are analyzing a medieval text, you should take into account features specific to medieval literature. In other words, pay attention to language (going to the *OED* is always a useful endeavor), consider rhetoric, and think about modes of composition and performance. Unless your text was originally written in prose, you should also consider its poetics. Similarly, if you are working with a more modern text, pay attention to period-specific conventions.

The subject of this essay is wide open as long as the essay focuses on some aspect of the Arthurian legends and is thesis driven (in other words, you should have a specific argument, not

just report about a particular subject). For instance, you could argue whether the fall of Arthur's court in Malory is due to a problem with the chivalric code itself or due to Gawain corrupting the code for his own personal ends, or you could argue what tournaments represent in *The Quest for the Holy Grail* and/or Malory. One very useful (and very medieval—in the positive sense of the word) way to set up an essay is to look at several versions of the same story or look at sources and analogues and compare how a particular character or *topos* functions in each text and why. For instance, you could look at what Arthur, Guenevere, Merlin, Lancelot, the giant of Mont St. Michel, etc. represents in two texts. You could also compare some aspect of a medieval text with a cinematic or literary adaptation. You could argue how the narrator manipulates or is constructed by a text. You could look at the manuscript in which a text is found and argue how other texts with the same manuscript or marginalia or illuminations help us better understand this text. You could look at a repeating *topos* (for instance hospitality) and explore both what it means in each instance and how repetition helps it accrue meaning. You could discuss how a particular theoretical approach (genre, feminist, Marxist, New Historicist, queer, etc.) illuminates a text. You could examine how a text critiques authority or explore what one or two texts suggest about the body or sexuality. You could look at how the genders are represented differently with a text. The possibilities are endless. Above all, find an approach that is interesting to you and play with it.

You must include a minimum of 8 scholarly sources (scholarly articles or books, not web sites nor film reviews; scholarly articles found on-line are fine) as well as a Works Cited page using MLA style of documentation. At least two of these sources must be from after 2000 and at least six should be from after 1985. Anything prior to 1960 needs to be approved by me (some early material is still important and relevant; some is not). Be sure to incorporate these sources into your arguments but to retain your own voice. I'll be happy to make some suggestions regarding important critics.

This essay will be turned in to me in stages, so I can provide comments and so that you are able to revise.^(W-D) Work at all stages must be typed, and written in full sentences with correct grammar and punctuation.

Important due dates are as follows:

- **Thursday, September 29, 2011:** Turn in one page description of your project including the primary texts you intend to focus on. You will receive written feedback.
- **Thursday, October 13, 2011:** Turn in your introductory paragraph including your thesis, a plan for the essay, and a list of the secondary sources you will consult. The plan may be a formal outline or a description of the various sections you intend to include. You will receive written feedback.
- **Thursday, November 3, 2011:** Turn in an 8 page minimum draft of your research essay so I can offer written feedback

- **Thursday, November 10, 2011:** Bring in 2 copies of your 8 page minimum draft to class. We will do in-class peer review as well as personal conferences^(w-C)
- **Thursday, December 8, 2011:** Turn in a final version of your research essay. This essay should be substantially revised, not just edited, taking into account suggestions made by both myself and your peers.

PLAGIARISM

Plagiarism means using someone else's words or ideas and attempting to pass them off as your own—this includes material taken from the Internet. Students should not utilize secondary sources in written assignments unless specifically instructed; moreover, not completely documenting secondary sources constitutes plagiarism. Plagiarism is an extremely serious offense, and any student caught plagiarizing will automatically and irrevocably receive a failing grade in the course. Academic dishonesty is easily detected and easy to avoid. If you have any questions or doubts, see me before turning in the paper in question, as misunderstanding does not constitute a valid excuse.

LATE PAPERS

Assignments are due at the beginning of class on the date designated on the course schedule. Late papers are only allowed with 48 hours notice and under extraordinary circumstances; papers must be turned in no later than one week after they were due to receive credit on the assignment. No extensions will be allowed for the final version of the research essay.

EXTRA CREDIT & STUDY GUIDES

I neither offer extra credit assignments nor study guides.

DISABILITY SERVICES

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Students with a physical or learning disability who may need academic accommodations should contact Mary Matthews in the Office of Disabilities Services (203 WHIT, 474-7043, TTY 474-7045). You will need to provide documentation of your disability. I will work with the Office of Disability Services to make the appropriate accommodation.

COURSE SCHEDULE

(subject to revision as needed)

WEEK ONE

Thurs. Sept. 1 Introduction to the course

WEEK TWO

Tues. Sept. 6 *The Mabinogion*, ‘Introduction’ and first half (‘The First Branch of the Mabinogi’ through ‘Lludd and Llefelys’), pp. ix-xxx & 3-115. (Be sure to also look at Explanatory Notes.)

Archibald & Putter, *The Cambridge Companion to the Arthurian Legend*, ‘Introduction’

Thurs. Sept. 8 Complete *The Mabinogion*, pp. 116-226.

Cambridge Companion to Arthurian Legend, Chapter One, ‘The Early Arthur’

WEEK THREE

Tues. Sept. 13 ‘The Knight of the Cart’ (Lancelot) in *The Complete Romances of Chrétien de Troyes*, lines 1-2496 (pp. 170-200).

Cambridge Companion to Arthurian Legend, Chapter Two, ‘The Twelfth-century Arthur’

5 minute oral presentations

Thurs. Sept. 15 ‘The Knight of the Cart,’ lines 2496-5000 (pp. 171-231).

Cambridge Companion to Arthurian Legend, Chapter 8, ‘Questioning Arthurian ideals’

5 minute oral presentations

WEEK FOUR

Tues. Sept. 20 ‘The Knight of the Cart,’ lines 5000- 7112 (pp. 231-256)

Cambridge Companion to Arthurian Legend, Chapter 11, ‘Love and adultery: Arthur’s affairs’

Short essay due

Tues. Sept. 22 "The Knight with the Lion" ("Yvain") in *The Complete Romances of Chrétien de Troyes*, lines 1-2200 (pp. 257-283).
5 minute oral presentations

WEEK FIVE

Tues. Sept. 27 "The Knight with the Lion," lines 2200-4650 (pp. 283-312).
5 minute oral presentations

Thurs. Sept. 29 "The Knight with the Lion," lines 4650-6808 (pp. 312-38).
Turn in one page description of research project including primary text(s) you will focus on

WEEK SIX

Tues. Oct. 4 Geoffrey of Monmouth, *The History of the Kings of Britain*, "Introduction," and Arthur section, pp. 8-34, 116-99

Cambridge Companion to Arthurian Legend, Chapter Ten, "Imperial Arthur: home and away"

Thurs. Oct. 6 Geoffrey of Monmouth, *The Life of Merlin* in *The History of the Kings of Britain*, pp. 241-76.

WEEK SEVEN

Tues. Oct. 11 *Layamon's Arthur: The Arthurian Section of Layamon's Brut*. pp. x-lxxi, 1-125.

Thurs. Oct. 13 *Layamon's Brut*, pp. 126-275.
Turn in introductory paragraph (including thesis), plan for essay, and list of secondary sources

WEEK EIGHT

Tues. Oct. 18 *The Alliterative Morte*, Parts 1 & 2
8-10 minute presentations

Thurs. Oct. 20 *The Alliterative Morte*, Parts 3 & 4

WEEK NINE

Tues. Oct. 25 *The Quest of the Holy Grail*, intro., chapters 1-5 (plus notes).

Cambridge Companion to Arthurian Legend, Chapter Three, "The thirteenth-century Arthur"

8-10 minute presentations

Thurs. Oct. 27 *The Quest of the Holy Grail*, chapters 6-10 (plus notes)

Cambridge Companion to Arthurian Legend, Chapter Twelve, "Religion and magic"

WEEK TEN

Tues. Nov. 1 *The Quest of the Holy Grail*, chapters 11-15 (plus notes)

Thurs. Nov. 3 Sir Thomas Malory, *Le Morte Darthur*, Books One through Three

Cambridge Companion to Arthurian Legend, Chapter Five, "The fifteenth-century Arthur"

Draft of research essay due, 8 pages minimum

WEEK ELEVEN

Tues. Nov. 8 *Le Morte Darthur*, Book Six "The Quest for the Holy Grail"
8-10 minute presentations

Thurs. Nov. 10 **Peer Review and Personal Conferences^(W-C) Bring in 2 copies of the draft of your research essay, 8 pages minimum**

WEEK TWELVE

Tues. Nov. 15 Sir Thomas Malory. *Le Morte Darthur*. Book Seven, "The Book of Sir Launcelot and Queen Guinevere"

Cambridge Companion to Arthurian Legend, Chapter Thirteen, "Arthurian geography"

Thurs. Nov. 17 Sir Thomas Malory. *Le Morte Darthur*, Book Eight, "The Morte Arthur"

8-10 minute presentations

WEEK THIRTEEN

Tues. Nov. 22 Edmund Spenser, *The Fairie Queene*, Book III, Cantos 1 & 2

Cambridge Companion to Arthurian Legend, Chapter Six "The Arthur of the sixteenth to nineteenth centuries"

8-10 minute presentations

Thurs. Nov. 24 **NO CLASS. THANKSGIVING VACATION**

WEEK FOURTEEN

Tues. Nov. 29 *The Fairie Queene*, Book III, Cantos 3-5
8-10 minute presentations

Thurs. Dec. 1 *The Fairie Queene*, Book III, Cantos 6-8

WEEK FIFTEEN

Tues. Dec. 6 *The Fairie Queene*, Book III, Cantos 9 & 10

Thurs. Dec. 8 *The Fairie Queene*, Book III, Cantos 11 & 12
12-15 page revised research essay due

WEEK SIXTEEN

2 hour final examination