**MEDIEVAL COURSES FOR SUMMER 2014**

**ENGL 375. Intro to Medieval Studies**

**Subtitle: Dragons, Fairies, and Stolen Cattle: The Northern European Hero Tale**

**Mr. Brian Cook**

**First Summer term: 5/28-6/25, Mon-Fri 2:00-3:50**

This course is designed as an introduction to the Northern European Middle Ages. We will be reading works that share a common thematic framework alongside each other as a way to explore the cultural currency of the region as a whole. In addition to introducing you to some of Northern Europe’s most well known medieval literary works, the primary goal of this course is to make you a sophisticated reader of and a careful respondent to literature. First then, this is a course about reading medieval literature—not plot summaries or criticism of it. This course is concerned with the process of literature, not just the product—how the works mean and how they function, not merely just what they mean. To achieve this goal, we will stay as close to the language of the text as is practically possible given that we are reading translations. The second objective—that of making you a more care respondent to literature—is the reasoning behind class discussion and the essay assignments. Class discussion is intended to model the close, detailed analysis necessary to make you a careful reader of literature; the essays are your opportunity to perform the analysis yourself. In short, the goal is not a perfect understanding of the plots of each work, but rather a thoughtful and engaging interpretative essay on some aspect of Northern European medieval literature.

**MEDIEVAL COURSES FOR FALL 2014**

**AH 336. Viking Art and Archeology**

**Dr. Nancy Wicker**

**9:30–10:45 Tuesdays and Thursdays in Meek Hall 120**

Art and archaeology of Vikings in Scandinavia and in distant lands from Russia to England and Iceland. Covers pre-Viking styles of the 5th century through late 11th century.

(Same as Anth 336)

**AH 536. Viking Art and Archaeology**

**Dr. Nancy Wicker**

**9:30–10:45 Tuesdays and Thursdays in Meek Hall 120**

Art and archaeology of Scandinavian Vikings and their predecessors (4th–11th centuries), including the transition from paganism to Christianity; burial customs; gender and diversity; trading and settlement from Russia to North America. Emphasis on primary sources. (3)

**ENGL 505. History of the English Language**

**Dr. Mary Hayes**

**6-7:15 Tuesdays and Thursdays in Bondurant Room 107E**

This course will offer students a survey of the English language's outer history (i.e. cultural and social changes) and inner history (phonology, graphics, morphology, vocabulary, and syntax) from its origins through its “standardization” during the Early Modern period. It will include four units: Introduction, Old English, Middle English, and Early Modern English.

In the first unit, students will learn the basic skills used for studying language.  In the last three units, students will acquire a basic grasp of Old, Middle, and Early Modern English through language drills and brief translation exercises. We will read medieval and Early Modern texts (with the aid of dictionaries and glosses) to understand their linguistic and cultural importance to the history of the English language.

We will not be studying Present Day English (PDE).  Our study of pre-modern language and literature, however, will give us some background on "modern day" issues such as language-based imperialism, the English language and national identity, initiatives to standardize a "proper" English language, and the relationship between the English language and social constructions of race, class, gender, and religious orthodoxy.

This course presumes no prior study of linguistics, Old English, or Middle English. For graduate students, it satisfies the "pre-1800" requirement.

Text: *A Biography of the English Language*. Ed. Millward and Hayes.

**GERM 574. History of the German Language**

**Dr. Chris Sapp**

This course surveys the history of the German language, from its Indo-European roots through the present.  By the end of this course, you will be familiar with the historical, social, and cultural context that shaped the German language and its dialects. You will know the major linguistic changes that separate the Germanic languages from the other Indo-European languages, that make German distinct from the other Germanic languages, and that characterize Modern Standard German as opposed to various German dialects. Finally, you will be familiar with some of the most important works of literature from each major period in the original language. All readings and lectures are in German. Pre-requisite: German 330 or graduate standing.

**His 354. The Middle Ages**

**Dr. Les Field**

**Bishop 107 (10:00-10:50) MWF**

In seminar and lecture format, this course surveys the major events and trends of the Early and High Middle Ages. It therefore covers European history from the "decline and fall" of the Roman empire to the fourteenth century, which, by various reckonings, begins the Late Middle Ages or Renaissance. The relationship between medieval thought and political action receives special attention. Students who successfully complete this course will have gained an elementary knowledge of Europe’s seminal millennium.

Since both lectures and class discussion presuppose that the student has done the reading assigned for the week, the mid-term and final exam will hold the student accountable for all the reading, which is the essential component of each class. Class discussion is a key to understanding this reading and not a substitute for it.

The exams consist of two halves. The first half will consist of eighteen short-answer identifications of significant persons or items, each worth three points. Each point corresponds to a portion of identification 1) by century, 2) by city, province, or kingdom, and 3) by historical significance. Partial credit is therefore possible, even likely. The second half will consist of a full-length essay question.

The exams are graded on a “curve” that is designed to reward those who have excelled relative to others in the class. By the same token, this grading is designed not to punish anyone, but to encourage all to do better. Starting with the top grade, always an A, and working its way down--rather starting at the middle and working in both directions--this "curve" presupposes that the class will do well. In theory, for example, there will always be at least one A, but there need not be any F.

For classroom participation, there are only three possible grades: an A for those who contribute questions and discussion regularly, a C for those who merely attend regularly, and an F for those conspicuous by the absence. Tardiness as well as sleeping and texting in class constitute disruptive absences and are recorded as such. Despite the fact the classroom participation accounts for a relatively small percentage of the final grade, this percentage can have a decisive effect on the final grade. An A in classroom participation "bumps" a grade by half a grade, so that a student otherwise earning a B+, for example, would get an A- as a final grade. By the same token, an F “drops” a final grade a full grade.

At the beginning of every class, the instructor asks if there are any questions. If there are none, then he will assume that the students already have some understanding of the material that they have read for class. Without questions from students, at any rate, he can only guess what problems students may have encountered during their reading. Student questions are therefore always encouraged. The lecture and class discussion may likewise prompt or warrant further questions.

No answer to such a question can be “right” without evidence, especially evidence drawn from primary or original sources--that is, histories chronologically closest to the events that they describe, or the earliest records of those events. As in the mathematical and natural sciences, “facts” in historical science are closely reasoned arguments. The lectures and class discussion help students to make such arguments. So will the essay.

**HIS 355: Europe in the Late Middle Ages and Renaissance**

**Dr. Jeffrey Watt**

**Tuesdays and Thursdays, 11-12:15 in S. Res. College Room 113**

This course will deal with the major trends in political, social, intellectual, and religious history for the period 1300-1517. Special attention will be given to the cultural movement known as the Renaissance, especially in Italy, with several lectures dedicated to the art and literature of the Renaissance.

Assignments:

One mid-term exam and a final examination. Either two shorter papers (about 5-6 pages each) or one longer paper (10-12 pages).

Tentative readings:

*The Black Death*, ed. Elizabeth A. Lehfeldt

Castiglione, *The Book of the Courtier*

*Christopher Columbus and the Enterprise of the Indies: A Brief History with Documents*, ed. Geoffrey Symcox and Blair Sullivan

Dante, *Divine Comedy: Inferno*

Margaret L. King, *Women of the Renaissance*

Niccolo Machiavelli, *The Prince*

Lauro Martines, *Fire in the City: Savonarola and the Struggle for the Soul of Renaissance Florence*

**PHIL 301: History of Philosophy I**

**Dr. Steven Skultety**

**Tuesdays and Thursdays 1-2:15**

Contact instructor for more details.

**REL 385: Western Mysticism**

More details T. B. A.