



British Literature I, Conquering Heroes? Syllabus

Professor Karrà Shimabukuro

Course:	ENGL 301-01 MWF 10:00-10:50
Credit Hours:	3 Semester Credits
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Course Description

This course will introduce students to the principle texts of the Middle Ages and Renaissance as well as some lesser-known writings, teach them to identify and analyze literary forms unique to these early periods, and familiarize students with the historical contexts.

For our survey of literature from the eighth through the eighteenth centuries, we'll focus on who is presented as a hero from how Beowulf deals with Grendel to Marie de France's werewolf, Bisclavret, to Shakespeare's Caliban. We'll look at texts in ways that counter the normal presentation and narrative. We'll challenge and question why these people are seen as heroes, and how they are often complicit in imperial and colonial narratives that erase the narratives of Indigenous, and Native narratives. I will encourage you to challenge representations of race, class, gender, and ethnicity in these texts in your own research.

I encourage you to tailor your research and your experience in this class. Look at our syllabus, see where you and your interests are (Black, Chican@, Catholic, female, black, queer, artist, poet, athlete) in the syllabus. If you do not see yourself represented, I encourage you to use that as a lens for exploring the plays, supplemental materials, and historical and cultural moments as well as your assignments.

Prerequisites: ENGL 103

Student Learning Objectives:

1. Students will be able to analyze works of literature with an emphasis on British and American literature and culture.
2. Students will be able to define and use theoretical terms and perspectives important in English Studies.

3. Students will be able to incorporate research in well-organized argumentative reports that competently develop a research question and use relevant source material.

Required Texts:

Your textbook rental is the Norton anthology. In addition to this, I will post hyperlinks, PDFs to other supplemental materials. I also believe that being able to mark the text, and annotate it, helps with learning, so I encourage this.

- [Titus Andronicus](#) \$3.50

A note about readings:

We will discuss and analyze the text the day it is shown on the syllabus, therefore it's important that you come to class having read the work and prepared to discuss. Some ways you can prepare include:

- Passages that confused you
- Questions you had
- Quotes you want to look at
- Connections to other things you know or have read
- Notes about characters, main ideas, themes

I do not expect you to understand everything on your first reading but I do expect that you've made the effort to be prepared.

Tips for doing well in class:

- Check your Blackboard account regularly
 - Your grades are posted here
 - I post announcements in here
 - You **may** post work/assignments here, but be aware you must grade conference with me to receive a grade
- Read your syllabus AND come prepared
 - Our syllabus is a live Google Doc, which means I update it with resources and helpful materials
 - You should get in the habit of checking in before class, gathering any work or research you need, and come to class prepared.
 - This may mean reading an article for discussion
 - It may be bringing materials so you can workshop an assignment
 - It may mean having an assignment finished for grade conferencing
- Check you ECSU email several times a week. This is usually the fastest way to ask a question or get help
 - I answer all email within 24 hours Monday through Friday
- Your [E4U account](#) is where attendance and progress reports are posted. It is also where you can check whether or not your professors are concerned about you and marked you as "at-risk" or in need of interventions
- Come to class.
 - There is no attendance policy. You are adults and everyone has things happen where they prioritize other work or missing class. Everything is a choice. and I trust you to make the ones you need.

- You do not have to explain to me why you missed, your personal business is your own. However, if you need help, or there's something I can do, please let me know.
- Be aware that we do all the work in class. Therefore, attending class is important
 - If you miss, check with a classmate or the syllabus to get caught up. Please do not ask me what you missed or if we did anything
 - If you're late, please remember that you are disrupting the work of others, and be considerate
 - IF you participate in an event or extracurricular activity that will require you to **regularly** miss class I strongly suggest you register for a different class.
 - Child Care Emergencies: In the event you have a child care emergency, teens/children/infants who can sit (mostly) quietly (and aren't sick with more than a common cold, and aren't sneezing and coughing a lot, etc.) are welcome, if you wish to bring them. However, keep in mind the college classroom is a place in which adult topics are discussed, and might not always be appropriate for a child/teen.

Assessment and Grading

In order to see where you are in starting the course, we will complete a variety of different types of formative assessments on your skills and interests so I can best serve your needs for the course.

- For each assignment, I will provide tips and sample writing to use as models for your writing. We will also have a workshop day for you to work on the assignment in class, where you can get help and ask questions
 - It is helpful on these days to bring a laptop or tablet if you have it, or use the Google Docs/Drive app on your smartphone
 - It is to your advantage to use class time to complete your work
- Grades: for each major assignment we will meet one on one to discuss your grade. I will ask you what grade you think you deserve and why based on what we, as a class, determined the assignment should include
 - For these grade conferences you should have a copy (hard or electronic) of your assignment and be prepared to answer that question, using support/evidence from your assignment
 - I suggest you take notes on the feedback you receive, next steps, ways to improve
 - If you are unhappy with your grade or wish to improve, you can always revise for a higher grade
 - There is no penalty for late work. If you do not have the assignment on the day we grade conference, you just need to complete it then come see me in my office to grade conference over it
 - There will be a hard deadline at the end of the semester for turning in late/missing work and I will not accept any after this deadline, so please be aware of this

Grading Breakdown

	Percentage
Class Activities: The discussions and work we do in class are designed to give you not only a more complete understanding of the texts we'll study, but the activities are also designed to help you build the smaller pieces and skills needed for your larger assignments. Therefore, being in class is	75%

<p>important.</p> <p>Because of the weight, if you attend the majority of classes, are prepared for that day's work, and discussion, you will earn a C.</p>	
<p>Summative Assessments</p> <p>These assessments/assignments are the culmination of weeks' worth of prep and work. I expect them to show evidence of revision, research, and effort.</p> <p>You will have a variety of summative assessments designed to provide multiple opportunities to demonstrate your skills and knowledge.</p> <p>Introduction to Research Project:</p> <p>I want you to choose a topic related to the class that you would like to explore. This may be a text, topic, character trope, or a modern reference. to that you are interested in that will guide your research. I suggest typing your research topic to an object or image, as this will help narrow your focus/topic to something that acts as an introduction. You should explain how your topic relates to our class, why you think it is important, and what you have to say about it. I suggest creating your project in PowerPoint or Google Slides because it's an easy way to organize your information, but feel free to choose whatever format you think best suits your topic. Ideally this will be a topic that you explore further in your close reading paper, scholarly response, and final paper/project, but you are not tied to it if you wish to choose something else.</p> <p>Close Reading Paper:</p> <p>you will choose a short passage (2-5 lines) from a text to analyze (tell me what it says) and then explain how it represents the work as a whole (2-3 pages). You can choose any English medieval or early modern text you like. This paper has no secondary sources, it is strictly your analysis of the work.</p> <p>Scholarly Response:</p> <p>It's important that you realize these works were not written in isolation, and we do not read them that way. Also, learning how to respond to and integrate scholarly articles into your own work is important. So you will complete a response on a scholarly article on any topic you like. You might want to choose an article that will help you with your research/assignments.</p> <p>Final Project/Paper: (counts as final exam)</p> <p>I encourage you to choose the same topic to revisit and research all semester, although that is certainly not a requirement. Your final project/paper can be an expansion of your responses or presentation.</p> <p>If you write a paper, it is expected to be analytical and include research.</p> <p>If you decide to do a project, there is no limit on the format or topic. Some ideas:</p> <ul style="list-style-type: none"> ● Lesson plans ● Pamphlets recreations ● Researched, in-depth presentation ● Webpage/resource for future classes 	<p>25%</p>
<p>Total</p>	<p>100%</p>

Our work will explore and seek to find answers to several essential questions:

- What makes a hero?
- Who decides who gets to be a hero?
- How is the definition of heroism a matter of perspective?
- Why do perceptions and misconceptions of early England and its literature matter?

DATES	Class readings, discussions, activities, assignments Link to Class Notes
T 13 August: Classes begin 14, 16 August	<p>W:</p> <p>First Day</p> <p>Locating our work- land acknowledgement</p> <p>Where are you and your interests in our work?</p> <p>Student Info survey</p> <p>Vote on Professor Availability</p> <p>Where are you and your interests in our work?</p> <p>What are heroes and monsters?</p> <p>F:</p> <p>What do you know about the medieval period? Common myths</p> <p>Basic terms and perspectives</p> <p>Why do we study what we do? What's at stake?</p> <p>Read "White Supremacists Have Weaponized an Imaginary Viking Past. It's Time to Reclaim the Real History"</p> <p>Not required, but other readings you might find interesting:</p> <p>"Uncovering the African Presence in Medieval Europe"</p> <p>"Whose Middle Ages? Remembering Early African-American Efforts to Claim the Past"</p> <p>"A White Canon in a World of Color"</p>
19, 21, 23 August T 20 August: First day to withdraw from classes and receive a grade of "W"	<p>M: Read <i>Beowulf</i> background and excerpts in Norton, p36-61</p> <p><i>If interested, watch the movie 13th Warrior</i></p> <p>W: Control F for Beowulf and Grendel- how are both described? Electronic text: Beowulf</p> <p>F: How does perspective- of authors, translators, readers, affect how we understand texts? Beowulf translations</p> <p>The question of race in Beowulf</p>
26, 28, 30 August	<p>M: England is not an island, viewing texts in global context. Read about Ibn Fadlan</p> <p>W: Norse heroes, Viking culture</p> <p>F: Brainstorm and research medieval heroes. How are they reflection of their time period? How do different cultures construct heroism differently?</p> <p>Resource</p>
M 2 September: Labor Day Holiday No Class 4, 6 September	<p>W:</p> <p>Classes Cancelled rest of week because of Hurricane Dorian- be safe, watch ECSU webpage for news</p>

9, 11, 13 September	<p>M: Model, elements of a good presentation. Discuss ideas, narrow topic.</p> <p>W: Workshop presentation</p> <p>F: Grade conference presentation</p>
16, 18, 20 September	<p>M: Read "Lanval" Norton p154-167, Read "Bisclavet"</p> <p>W: Read and discuss article "Spirituality and self-realisation as 'other-than-human': the Otherkin and Therianthropy communities"</p> <p>F: Pilgrimage background. Read article on tattoo shop. Watch video "Did Crusaders Get Tattoos?" <i>If interested, watch the movie Kingdom of Heaven</i></p>
23, 25, 27 September	<p>M: Read background on <i>Canterbury Tales</i> and the <i>General Prologue</i> Norton p241-263 Online intertext/translation</p> <p>W: Read "The Wife of Bath's Prologue and Tale" Norton p282 <i>The Loathly Lady</i> Trigger Warning: rape</p> <p>F: Arthurian literature anticipation guide Read background on Malory and <i>Morte D'Arthur</i> excerpts Norton p480-500</p>
30 September, 2, 4 October 3-9 October: Midterm Exams	<p>M: Close reading paper model and elements Workshop close reading paper</p> <ul style="list-style-type: none"> Annotate like we did in class Friday Use this template for your actual paper <p>W: Grade conference close reading paper</p>
7, 9, 11 October 3-9 October: Midterm Exams	<p>F: No class Chancellor's Installation 10a</p>
16, 18 October 12-15 October: Fall Recess	<p>M: Fall Recess: No Class</p> <p>W: Trigger warning for <i>Titus Andronicus</i>: rape, violence, cannibalism Discuss comprehension of <i>Titus Andronicus</i> Folger Digital edition <i>If interested, watch the movie Titus Andronicus. Trigger Warning: rape and violence</i> Something fun- game, O'Fortuna Can You Survive Early modern Europe?</p> <p>F: Analysis of <i>Titus</i> Who is the hero? Who is the villain? Larger themes, dialectical journal</p>
	<p>M: Look at the information and maps here. How do maps influence how we view places?</p>

<p>21, 23, 25 October</p> <p>T 22 October: Last day to withdraw from classes and receive a grade of "W"</p>	<p>What do you know or were taught about early American colonies?</p> <p>W: Read CH 2 "Colliding Cultures," IV English Colonization and V Jamestown. How does this counter or challenge what you know or were taught?</p> <p>F: Local colonies, revisit land acknowledgement. What impressions do John White's drawings give? How could we view these as propaganda? Choose an English colony and research the establishment, treatment, etc. of it</p>
<p>28, 30 October, 1 November</p> <p>M 28 October-F 8 November: Academic advisement/pre-registration for Spring 2020</p>	<p>M: Scholarly response model and elements</p> <p>Mini-lesson: Finding and conducting research: Boolean searches, JSTOR, Google books. Sources and narrowing.</p> <p>W: Workshop scholarly response</p> <p>F: Grade conference scholarly response</p>
<p>4, 6, 8 November</p> <p>TH 7 November: Last day to withdraw from the university and receive a grade of "WD"</p>	<p>M: Why does language, the words we use to describe things, matter?</p> <p>W: Read background on Johnson's "A Dictionary of the English Language" Norton p2929-2936</p> <p>F: OED word search</p> <p>Saturday 9 November 6p: Medieval Dinner</p>
<p>M 11 November: Veterans Day Holiday: No Class</p> <p>13, 15 November</p>	<p>M: Veteran's Day: No Class</p> <p>W: Read Thomas Dekker's <i>1603: The Wonderful Year</i> (PDF). Read Thomas Nash's <i>Pierce Penniless</i> (PDF)</p> <p>CHANGE: Instead, read "Newspapers, Gossip, and Coffee House Culture," "Popular politics in the 18th century," and Read Joad Raymond's "The newspaper, public opinion, and the public sphere in the seventeenth century" (PDF)</p> <p>Modern connections: what is the role of print/technology in daily life? Influencing history?</p> <p>F: Read the following pieces, and take notes on what you want to talk about:</p> <p>African Writers and Black Thought in the 18th Century</p> <p>Britain's Involvement with the Transatlantic Slave Trade</p> <p>Travel, Trade and the expansion of the British Empire</p> <p>Voices in the Campaign for Abolition</p>
<p>18, 20, 22 November</p>	<p>M: Bring in an author, historical event, item of interest from any time from 1700-1800 to share</p> <p>Introduce unessay/final paper</p> <p>F: Workshop final paper/project.</p> <p>6p JH 138 <i>Monty Python and the Holy Grail</i></p>
	<p>M: Workshop Unessay: sign up for grade conferences</p>

25 November 27, 29 November: No Class	Create one pager, using specific evidence that answers the question: "What did you learn in class this semester?"
2 December T 3 December: Last day of classes W 4 December: Reading Day 5-9 December: Final exams, graduating seniors 5-11 December: Final exams, remaining students	M: Grade conferences for unessay Your final paper/project is your final exam. You must grade conference for it, and can, if you want, schedule your grade conference during your final exam time W 11 December 10-1150a.

Our syllabus is the WHAT and WHY of what we'll study, the heart of the content and context. Yet there are lots of other things that will inform and affect our course and time together. Information about things like late work, grading policies, feedback, and help, can be found in [our course policies and guidelines](#).