



Enid



Silence



Guinevere



Isolde



Morgan le Fay

HUM 231: Images of Women in Literature and the Arts

The Women of the Arthurian Legend

Summer 2014 (May 19, 2014 – Jun 27, 2014)

ONLINE via Blackboard

Credit Hours: 3

Office Hours: 2-3 PM Monday-Thursday;

I am available via telephone, Skype,
or in person by appointment!

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Catalog Description: Investigation of stereotypes, dreams, roles and goals of women manifested in creative works by and about women.

Course Objectives: According to medieval patristic literature, women are either the brides of Christ or the gateway to Hell; however, the literature produced during the late Middle Ages explodes this false binary. This course will explore the women of the Arthurian legend in medieval literature—both insular and continental. Everything will be read in translation. Our class discussions of the literature will be augmented by an examination of music (medieval and modern), as well as artwork (medieval, Victorian, and modern) and clips from modern films and television shows (such as *Excalibur*, *First Knight*, and *Merlin*). Assignments will include reading quizzes, discussion board postings, and blog entries.

This course fulfills an LAC requirement (Area 3b).

Collectively, the requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world;
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment;
- enhance their appreciation of the creative world;
- explore fundamental questions of value, meaning, and modes of expression and creativity;
- investigate the cultural character and literatures of the human experience; and
- approach problems with greater awareness of their moral dimensions and ethical consequences.

This course fulfills an LAC requirement (Area 3b) by enabling students to:

1. respond analytically and critically to cultural artifacts, especially literature, by:
 - a. describing the basic elements and their effects on meaning in a work of literature,
 - b. relating the effects of geography, economics, politics, religion, philosophy and science on the values of a culture and the stylistic features of its literature,
 - c. determining how a work of literature reflects or rejects the major values or concerns of a historical era or culture, and
 - d. interpreting themes or major concepts;
2. compare and contrast attitudes and values of specific eras (e.g., past to the present)
3. enhance their competency in critical thinking;
4. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20%-25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and
 - d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
5. enhance their competency in reading;
6. enhance their competency in technology.

Required Texts

- Chrétien de Troyes. *Erec et Enide*. Trans. Burton Raffel. New Haven: Yale University Press, 1997. Print. ISBN: 0300067712
- Anonymous. *Silence: A Thirteenth-Century French Romance*. Trans. Sarah Roche-Mahdi. East Lansing: Michigan State University Press, 2007. Print. ISBN: 9780870135439
- Beroul. *The Romance of Tristan*. Trans. Alan S. Fedrick. London: Penguin, 1970. Print. ISBN: 0140442308
- Malory, Thomas. *King Arthur & His Knights: Selected Tales*. Ed. Eugene Vinaver. London: Oxford University Press, 1975. Print. ISBN: 0195019059
- Anonymous. *Sir Gawain and the Green Knight*. Trans. and ed. Marie Borroff. New York: W. W. Norton, 2010. Print. ISBN: 9780393930252

Other shorter readings, images, and videos will be made available electronically via Blackboard.

Participation

A common misunderstanding about online learning is that it is “self-paced” and that there is no specific schedule or deadline. After all—what do the words “any time” “any place” imply? However, this course DOES, as do many other online college courses, have a schedule and deadlines, just as in face-to-face courses. An excellent time management tip is to set aside a specific time to “attend” your online course, just as you would for a face-to-face class.

Discussion forums are an important part of learning in an online ‘space,’ and most students find that participating in discussions helps with not only understanding of the course content, but deepens their learning and ability to think critically. In this course, you are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the

professional performance of each other. Part of the assessment criteria for the course includes evaluating the quality and quantity of your participation in the discussion forum.

As the instructor, I will facilitate student discussions, but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me. I will check the discussions daily during the week, and occasionally on the weekends.

Everyone will be sorted into smaller forum groups, where you will be given multiple threads each week to initiate discussions on the assigned readings (but of course, you are welcome to create your own threads within your group!). The primary goal of these discussions is to help you develop critical reading and analytical skills. To that end, your contributions to the forums should be analytical and interpretive. You are writing to peers who have read the same primary texts as you; there is no need to tell them what happens in the material that they have also read. At the same time, you need to provide some context—line numbers, page numbers, brief quotations, etc.

Ideally, check the discussion boards a couple of times each week so that you can respond to your classmates' reactions—**not just my initial questions**. The point of the discussion boards is to have a conversation—which is not possible if you're only checking / posting once a week! These forums will be populated quickly with your classmates' observations—don't let their responses pile up!

Be sure to hit "Submit" to make your comments public; "Save" only keeps a rough draft, available to your eyes only.

Your Participation Grade (25%) will be determined based on timeliness, frequency, substance, and relevance of your online postings. If this were a regularly scheduled course, you'd be expected to attend and participate in class on a daily basis—the same holds true with this online course. A few reminders:

- Please participate in online discussions as you would in constructive face-to-face discussions; in other words, please be professional and courteous.
- Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs concise and to the point.
- State your purpose for writing at or near the beginning of your message whenever possible.
- Proofread what you post. You may want to use a word processor to draft what you intend to say, check your spelling and grammar, and then paste your text into the Message section of your posting.
- Please do not use all capital letters. It makes it hard to read, and it comes across as though you were shouting. Instead, use HTML to **bold** or *italicize* text in your postings, or use *asterisks* around the text to be emphasized.
- **Always enter a new subject for each of your postings, even if you are making an additional comment on the same subject as those above yours.** Leaving the default subject tells readers nothing about your particular topic. Unique subjects allow classmates to understand the flow of conversations and relocate particular postings without having to open every one.

Some additional guidelines for the Discussion Boards:

- Posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support statements with examples, experiences, or references. Be concise — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Posts should be within a range of 75-150 words. If a post does not meet the minimum word count of 75, I will not count it toward your grade.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic (but remember that you can create new threads!).
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Other Ideas for Participation:

- Share a related experience and/or comment on others’ experiences.
- Ask your fellow students questions about their ideas/experiences.
- Consider an idea being discussed, and offer a different perspective on it.
- Describe an interesting idea from the week’s reading, and explain what insights you gained from it.
- Ask the group a question about the week’s reading.
- Disagree (respectfully, of course) with a point that someone else has made.
- Discuss a related issue on which you would like some feedback.
- Describe how you have applied the recent course concepts to your personal/professional life.
- Share another resource you have used as you explored the course topics.

I calculate participation on the timing, quantity, and quality of the posts that are topic-driven and meaningful to the development of the class discussion. EACH posting can earn a total of four (4) points according to the following rubric:

4 Points	The posting is original and contributes more than one new idea or example that adds value to the discussion. The posting(s) integrates multiple viewpoints and weaves class readings, lectures, and other participants’ postings (if other postings have been made by that point) into their discussion of the subject. The posting addresses the posed question(s) with thought, clarity and analysis, showing depth of understanding through application of reading material and/or lecture content; it will also apply concepts outside of course content which relate to the question, demonstrating thoughtful analysis through use of appropriate examples. These postings also demonstrate audience awareness (that is, they don’t give plot detail, but they do give enough evidence and detail
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	in their discussions to meet needs of fellow classmates).
3 Points	The posting is original and contributes at least one new idea or example that adds value to the discussion. The posting(s) begins to build upon the ideas of another participant or two and/or and digs deeper into the question(s) posed by the instructor, but may be lacking in development and/or audience awareness. The posting addresses the question with thought and clarity, and it applies content and material from the course readings and/or lecture content in the response.
2 Points	A posting that does not interact with or incorporate the ideas of other participants' comments, responding only to the initial post. This type of posting typically consists of maybe two sentences, or it may consist of several short and/or repetitive sentences. Post does not meet the minimum word count of 75 words.
1 Point	A simple "me too" comment that neither expands the conversation nor demonstrates any degree of reflection by the student AND/OR a comment that has a high number of grammatical errors. Post does not meet the minimum word count of 75 words.
0 Points	No posting made OR posting is inappropriate (off-topic) OR posting's tone is hostile.

*****Note:** Initiating a thread of your own, given that the posting consists of more than just a question posed (i.e., is several sentences in length), also counts (and is strongly encouraged)!

Grades for each posting (numerical ratings only, no comments) will be made available twice a week through the Gradebook feature.

The Bottom Line: Within each group's discussion board, students are required to post the following **minimums** (and there's no reason why you can't post more!):

- Minimum of two (2) substantive original comments in the **first half** of each week (Sunday through the end of the day on Wednesday).
- Minimum of three (3) responses (at least two of these need to address other student comments rather than the original prompts provided by professor) in the **second half** of each week (Thursday through the end of the day on Saturday).

What this means is that each week, there is a total of 20 points (8 in the first half, 12 in the second) to be earned. While posting more than the minimum number of posts will not earn extra credit, please be advised that I will record the highest scores. For example, if one earned the following scores in the first half of a week--4, 3, 4--I would record an 8/8 for that first half.

Under "General Discussion," there is a forum called "Scavenger Hunt." If you come across a video, song, image, article, or internet meme that relates to our course content, you can earn 1 point towards your discussion grade by posting that material to this forum! (**NOTE:** while you are more than welcome to share multiple items here, you can only earn one point of extra credit per week!)

Course Requirements

- Participation in Group Discussion Boards (25%)
 - See above for details regarding frequency and assessment.
- Online Reading Quizzes (25%)
 - These will be made available through Blackboard in each of the Unit sections.
 - You will have 15 minutes to complete each quiz (quizzes automatically submit when fifteen-minute mark is reached). **DO NOT** open the quiz until you are ready to complete it. Once you start, you must finish!
 - Each week will have multiple quizzes available; all of the quizzes will need to be completed by MIDNIGHT of each Saturday (with the exception of the final week, where the deadline is midnight of Friday). The description of each quiz will indicate the page numbers and texts that are covered. Each quiz draws random questions from a larger pool of questions, so this is where careful reading notes comes in handy!
 - Each student is allowed TWO (2) quiz resets in case of internet connectivity problems. Be sure to resolve any technology problems by talking to the Blackboard support line. If I do reset your quiz, **you still must complete it by the deadline**. As a result, it is in your best interest to attempt the quizzes well before each deadline. If you run into trouble right before the class session for which the quiz is due and I am not available to reset the quiz before the deadline, you will **not** receive a deadline extension.
 - Resets are NOT allowed if you click on the wrong quiz (pay close attention to page / chapter numbers!) or if you forget to complete a quiz on time.
 - At the end of the course, I will drop your lowest quiz score.
- Blog Entries (5 total) (10% each; 50% total)
 - See below for details.

The Writing Center (<http://www.unco.edu/english/wcenter/>) may prove to be a useful tool when you are drafting a paper. Check their limited summer hours on their website if you are in the Greeley area.

Blogs

By the end of each week (that is, 11:59 PM each Saturday evening), you will be expected to write a blog entry (**approximately 500-700 words per entry**).

First, you will need to find an image that you feel captures the essence of that week's character based on your understandings of the readings, discussions, and lectures. The picture can be from art (links to medieval manuscript images, Pre-Raphaelite galleries, etc., are available on Blackboard under "External Links"; you can also use popular search engines such as Google), or photographs of celebrities. You may also compose your own picture / painting—you just need to be able to share your image online. Please be careful to attribute the creator of the image, if possible.

In addition to posting your chosen image to the corresponding blog page (on Blackboard), you will be responsible for composing (and posting) a blog entry in which you explain your choice of picture. Be sure to pull in the assigned texts, audio lectures, discussion boards, etc., to justify your interpretation. Be sure also to consider clothing styles, body language, the composition of the image (is it a close-up, or is the camera far away from the figure), the setting (indoor? outdoor? time of

day?), color schemes, the moment of the narrative that the image is meant to represent (and why that moment), etc.

There are six (6) possible due dates, which means you can pick one (1) week in which you skip this assignment; in other words, you need to complete a total of five (5) blog entries.

Blog entries are NOT:

- **diary entries.** Your entries should be a mixture of commentary concerning what you read and what you discuss in and out of class about literature.
- **a place for notes.** This also means that a journal is not a re-hashing of what is covered in class (“today in class we talked about . . .,” etc.).

How will each blog entry be graded? Each finished response can receive up to 5 points, according to the grading rubric below. Scores will be posted to the Blackboard Gradebook.

Rating	Characteristics
5	<i>Exceptional.</i> The blog post is focused (that is, structured around a central claim) and coherently integrates examples from the course texts, discussions, and lectures with explanations or analysis. The overall claim is narrow enough that it can be developed with depth within the required word count. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic. Textual evidence (direct quotations) is used effectively and purposefully. Paragraphs are focused, complete, and unified. The writing is clear and grammatically correct.
4	<i>Above Average.</i> The blog post is focused (that is, structured around a central claim), but it is less successful than a post earning a “5” because it may not be fully developed, or it may attempt to take on more than can be adequately discussed within the required word count. The writing is largely clear and grammatically correct.
3	<i>Satisfactory.</i> The blog post is somewhat focused (but the overall claim may not fully control the body of the post), and explanations or analysis are mostly based on examples or other evidence (leaning more towards paraphrasing and/or summary rather than direct quotations), with little analysis of evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. Paragraphs may not be unified and/or focused. The writing is fairly clear and grammatically correct.
2	<i>Underdeveloped.</i> The blog post is mostly description or summary (rather than analysis), without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. Some grammatical errors may be present. Entry may be presented as one long paragraph. The blog entry falls short of the minimum word count.

1	<i>Limited.</i> The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. The writing is not grammatically correct. The blog entry falls short of the minimum word count.
0	<i>No Credit.</i> The blog post is missing or consists of one or two disconnected sentences.

Rubric modified from <http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196>

Grades on major assignments (blogs) will not be discussed for 24 hours after receipt.

Students are required to complete all work satisfactorily in order to receive a passing grade. This means that all of the essays must be completed satisfactorily; failure to turn in any of the major assignments will result in an automatic F for the semester.

Grading

The breakdown of the semester grade is as follows:

Participation	25%
Online Daily Reading Quizzes	25%
Blog Entries	50% (5 entries, 10% each)

Method of Evaluation: Letter Grade

For your protection, I will only give out or discuss your grades with you in person—not over the phone, and definitely not through e-mail (this includes semester grades).

Blackboard, however, provides a secure system, and so I am legally able to discuss grades through this electronic medium.

***** I NEITHER CURVE GRADES NOR PERMIT REVISION
OF GRADED MATERIAL *****

University Grading Standards

- A (90% or higher) - achievement that is outstanding relative to the level necessary to meet course requirements.
- B (80-89%) - achievement that is significantly above the level necessary to meet course requirements.
- C (70-79%) - achievement that meets the course requirements in every respect.
- D (60-69%) - achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F (59% or lower) - represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Disability Statement

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

E-mail Policy

Effective communication between teacher and student is essential to your success and to the success of the class as a whole. It is my responsibility to be on campus and available to you during designated times and mutually-scheduled appointments. It is your responsibility to take advantage of those times when you have concerns about any aspect of the course. While e-mail can be an excellent aid to communication, it is a poor substitute for face-to-face discussion because of time-lag and the potential for misunderstanding. Therefore, I will not discuss the following via e-mail: your progress in the course, including absences or grades; tests; essay drafts; assignment criteria or expectations; requests for extensions; or other topics which require lengthy discussion. E-mail should only be used to set up or reschedule appointments in which we can personally discuss such concerns.

Late Work

Assignments are to be submitted promptly; I do not accept late work. **Lack of preparation on the part of the student, absence, or mechanical difficulties (printers breaking, computers crashing, etc.) are NOT valid excuses.** All assignments will be listed on Blackboard.

You will be permitted to make up missed work only in the event of documented, university-sponsored events and religious holidays. You must provide me with written documentation explaining your absence, and the missed work must be made up within two days of your return to class. It is your responsibility to notify me **prior** to the absence.

Plagiarism

The Department of English at UNC has adopted the following policy regarding plagiarism. Pretending that another's work is one's own is a serious scholarly offense known as plagiarism. For a thorough discussion of plagiarism, see the Dean of Students website:

<http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html>

Students who are caught plagiarizing will receive a final grade of 'F' in the course. In addition, they will be reported to the Chair of the Department of English and the Dean of Students office for possible further disciplinary action.

Some but not all UNC instructors regard double or repeat submissions of one's own work as a form of plagiarism. If you intend to use in this course written material that you produced for another course, you must consult with your instructor before doing so for each individual assignment. Otherwise, you may be guilty of cheating. In addition, falsifying data in academic work (i.e., falsely attributing information to published scholars, making up citations, etc.) also constitutes academic misconduct.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. UNC subscribes to a digital plagiarism detection program called SafeAssign,

which will be used to check papers submitted in this course against Web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

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Your continued presence in class signifies that you have read, understood, and agreed to all of the policies outlined in this syllabus.

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Schedule of Assignments: (*This schedule is subject to change*)

Some of the readings are longer than others; please pay close attention to the reading schedule and allow yourself sufficient time for each text. Please remember that “reading” an assignment involves a close and detailed analysis, in which you make notes regarding significant passages or ideas, and become as thoroughly familiar with the assigned material as you can. Don’t forget to complete the reading quizzes each week!

E&E = Chrétien de Troyes. *Erec et Enide*.

SIL = Anonymous. *Silence: A Thirteenth-Century French Romance*.

RoT = Beroul. *The Romance of Tristan*.

ST = Malory, Thomas. *King Arthur & His Knights: Selected Tales*.

SGGK = Anonymous. *Sir Gawain and the Green Knight*.

Week 1 (May 19-24): Guinevere

(1130 AD) Caradoc, *Vita Gildae*, pg. 1-3 [Online]

(1136-38 AD) Geoffrey of Monmouth, *History of the Kings of Britain* [Online]

(Early 12th century AD) Welsh Triads (Trioedd Ynys Prydein) [Online]

(1470 AD) Thomas Malory, *Le Morte Darthur*

- “The Wedding of King Arthur,” pg. 50-57 [Online]
- “The Knight of the Cart,” pg. 51-70 [ST]
- “Lancelot and Elaine,” pg. 71-100 [ST]
- “The Poisoned Apple,” pg. 113-127 [ST]
- “Slander and Strife,” pg. 157-172 [ST]
- “The Day of Destiny,” pg. 202-203, 215 [ST]
- “The Dolorous Death and Departing Out of This World of Sir Lancelot and Queen Guinevere,” pg. 216-226 [ST]

REMINDER: The first blog entry is due no later than 11:59 pm on Saturday, May 24th!

Week 2 (May 25-31): Morgan le Fay

(1150 AD) Geoffrey of Monmouth: *Vita Merlini* [Online]

(Late 14th century AD) Anonymous: *Sir Gawain and the Green Knight*, pg. 3-64 [SGGK]

(1470 AD) Thomas Malory, *Le Morte Darthur*

- “Merlin,” pg. 6 [ST]
- “Of Nenive and Morgan le Fay,” pg. 58-74 [Online]
- “Pelleas and Ettard,” pg. 41-49 [ST]
- “Sir Tristram de Lyonesse,” pg. 202-204 [Online]
- “The Day of Destiny,” pg. 210-215 [ST]

REMINDER: The second blog entry is due no later than 11:59 pm on Saturday, May 31st!

Week 3 (June 1-7): Isolde

(Mid 12th century AD) Béroul: *The Romance of Tristan*, pg. 39-165 [RoT]

REMINDER: The third blog entry is due no later than 11:59 pm on Saturday, June 7th!

Week 4 (June 8-14): Enid

(1170 AD) Chretien de Troyes: *Erec and Enide*, pg. 1-219 [E&E]

REMINDER: The fourth blog entry is due no later than 11:59 pm on Saturday, June 14th!

Week 5 (June 15-21): Silence

(13th century AD) Heldris of Cornwall: *Romance of Silence*, pg. 3-315 [SIL] * This is a facing-page translation, which means that the Old French text appears on the left page, and the English translation on the right—so it’s really NOT 300 pages of reading!

REMINDER: The fifth blog entry is due no later than 11:59 pm on Saturday, June 21st!

Week 6 (June 22-27): 19th, 20th, & 21st Century Takes on Arthurian Women

(1815-1879) The photography of Julia Margaret Cameron [Online]

Sara Teasdale: “Guenevere” (1911), pg. 279-281 [Online]

Dorothy Parker

- “Guinevere at Her Fireside” (1931), pg. 333-334 [Online]
- “Iseult Of Brittany” (1931), pg. 335 [Online]

Valerie Nieman: “The Naming of the Lost” (1989), pg. 337-343 [Online]

Wendy Mnookin

- “Guenever Prays for a Child” (1991), pg. 345 [Online]
- “Guenever Listens to a Minstrel Sing of Love” (1991), pg. 347-348 [Online]
- “Guenever Loses Her Baby” (1991), pg. 349-352 [Online]
- “Guenever Retreats to Almesbury after Arthur’s Death” (1991), pg. 353-355 [Online]
- “Guenever Returns from the Garden” (1991), pg. 357-359 [Online]

The Music of Heather Dale: “Avalon” (2010) [Online]

Misc. Clips from Modern Arthurian Films (TBA)

REMINDER: The sixth (and final!) blog entry is due no later than 11:59 pm on **FRIDAY, June 27th!**