

GREAT AGES: MEDIEVAL AND EARLY MODERN THE MONSTROUS MIDDLE AGES

What you will find in this syllabus:

- **Professor Information:** how, where and when you can be in touch with Dr. V.
- **Focus Statement:** what the course is all about.
- **Rights and Responsibilities:** what you can expect from me and what I expect from you with regard to this syllabus.
- **Goals:** what are the goals of IAH courses; what skills, knowledge bases and attitudes this course will help you develop.
- **Required Texts & Tech:** what texts and technology I expect you to obtain for this course.
- **Grading:** how I will weigh the various components and assignments of this course for the determination of your grade.
- **Description of Assignments:** A brief account of what is expected from you for each of the assignments.
- **Policy Statements:** how I am fulfilling the goals of the university, the college and CIS-AH; what you are responsible for; what I am responsible for.
- **Course Schedule:** a week-by-week plan of topics and assignments.

PROFESSOR INFORMATION:

Dr. Margot B. Valles
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619 Red Cedar Rd.
East Lansing, MI 48824
vallesm.msu.domains



Office Hours:

Tuesdays & Thursdays 1:30 pm - 2:30 pm.
You can also meet with me by appointment using the free virtual meeting tool, ZOOM(msu.zoom.us).

Course Information

Tuesdays and Thursdays, 8:00 am – 9:50 am
1234 Engineering Bldg
<https://d2l.msu.edu/d2l/home/498960>

FOCUS STATEMENT:

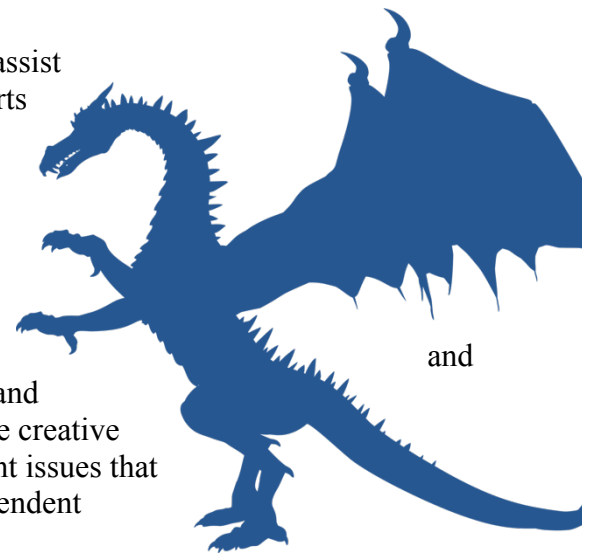
This course is about monsters in the Middle Ages, the monsters of the Middle Ages and how the Middle Ages themselves can be conceptualized as “monstrous.” We will answer questions about the monstrous such as “Who makes monsters?” “How are monsters created?” and “What are our monsters today?” Even though the majority of course texts will be about the medieval period, you will frequently be asked to make comparisons or synthesize your own experience in the 21st century with that of the medieval. This is truly an “integrative” course and we’ll be reading articles and texts across the humanities.

RIGHTS AND RESPONSIBILITIES:

I am responsible for distributing this syllabus and all future changes in a timely way. I reserve the right to alter this syllabus, especially the assignments and schedule portions of the syllabus, throughout the semester. You are responsible for reading, retaining and complying with the information contained herein and any updates to this syllabus.

GOALS:

Integrative Studies in the Arts and Humanities at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.



STUDENT LEARNING OUTCOMES:

- Students will become familiar with new ways of “knowing in the arts and humanities” through the study of texts from a range of cultural, historical and artistic categories.
- Students will develop a knowledge base regarding medieval and modern monsters, their functions and traditions.
- Students will increase their appreciation for the “value of the creative arts” by exploring the idea of “the monstrous” in 2d and 3d artwork, literature, television and film.
- Students will “engage critically with their own society, history and culture(s)” as well as the cultures of other societies by examining the political and social value of the monster.
- Students will demonstrate critical engagement in the “responsibilities and opportunities of democratic citizenship” through the interactive component of the discussion forum and critical assessments of our own cultural “monster- making.”
- Students will develop their skills of sustained critical thinking through participation in the round table discussions, online discussion forums, and reflective essays.

REQUIRED TEXTS:

You only need to acquire (via purchase or for free online) two texts for this class—all other texts will either be provided to you on D2L or in the classroom.

- Sir Gawain and the Green Knight (Choose the edition you find most readable)
- Our course pack, available through D2L.

GRADING:

Assignments:	Percentage of Final Grade:
Attendance/Participation	20%
Round Tables (RTs) 2.5pts/questions; 2.5/participation	20%
Discussion Forums (DF)	20%
Sounding Boards (SB)	20%
Unit End Reflective Essays (5pts each)	20%

Course Grades:

- 4.0 = 90-100%
- 3.5 = 85-89%
- 3.0 = 80-84%
- 2.5 = 75-79%
- 2.0 = 70-74%
- 1.5 = 65-69%
- 1.0 = 60-64%
- 0 = <60%

DESCRIPTION OF ASSIGNMENTS:

Attendance and Participation

Regular attendance is an essential component to learning in this class. There will be materials and topics covered in class that you may not have access to otherwise. I strive to make my classroom one in which everyone should feel welcome to speak, either to answer questions, ask questions, respond to/challenge their peers or me. At the same time, I recognize that some people are shy, no matter how many warm fuzzies are in the air. For this reason, participation will be measured based on in-class assignments. The D2L grading function allows me to add these and will divvy up the 10pts for participation across all in-class assignments.

Round Tables (RT):

At four points throughout the semester, half the class will meet for a half period (50 minutes) for a round table discussion. For each discussion, you will be responsible for bringing in 2 thoughtful discussion questions. Those will be worth 2.5pts. You will also be expected to participate in the discussion for another 2.5pts.

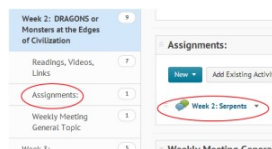
Discussion Forums (DFs) and Sounding Boards (SBs):

You will be asked to complete either a “Discussion Forum” or a “Sounding Board” nearly every week. Both types of forums can be found under the appropriate tab on the D2L dashboard or through the content browser in the appropriate unit and week.

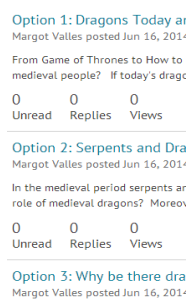
Discussion forums are worth 20% of your final grade and their point value will be evenly distributed across all discussions. In any given discussion forum, you will be asked to respond to BOTH a prompt AND your peers. If you are first to post, you are only evaluated on the quality of your response to the prompt. For everyone else, it is necessary to respond to both the prompt and peers to get full credit. Posts will be evaluated on 1) how thoughtfully they engage with the other posts; 2) how well they move the conversation FORWARD; 3) how well they demonstrate knowledge and understanding regarding our course texts and themes.

To complete a discussion forum, follow the following steps:

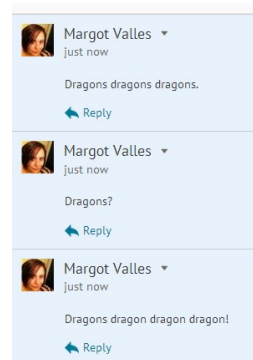
Step 1: Choose the right Unit and Week from the tabs on the left. Click on “Assignments” then click on the appropriate link with the speaking bubbles in the main window.



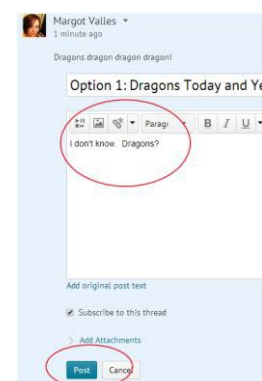
Step 2: Read your options and select the option that interests you the most.



Step 3: Read all posted responses to your chosen option.



Step 4: Compose and post a response.



Sounding Boards:

Sounding Boards are worth 20% of your final grade and their point value will be evenly distributed across all boards.

Sounding Boards are not discussions. Rather, in the sounding board assignment you will post a public answer to a prompt related to our studies. This is proof that you've been doing the readings and thinking deeply about our course topics. You will not be able to see other students' responses until you've posted your own. As mentioned above, sometimes you will be asked to vote on the post that you like the most.

Follow the above procedures to post in a sounding board (except you can't read those of your peers).

Unit End Reflective Essays

For your reflective essays, I will ask you to write about the ways your ideas have developed over the course of the unit. Full descriptions and some prompt ideas will be provided in class and on D2L. Each essay is worth 5 points and there are four of them, for 20% of your grade.

POLICY STATEMENTS:**Academic Integrity:**

I expect you to be honest and demonstrate integrity in all your assignments. The following statement provides more information about what that means.

In accordance with MSU's policies on "Protection of Scholarship and Grades" and "Integrity of Scholarship and Grades," students are expected to honor principles of truth and honesty in their academic work. Academic honesty entails, among other things, that students will not plagiarize. This means (1) students will not submit someone else's work as their own (e.g. they will not submit another student's paper etc., nor will they hand in a paper copied from the web or another published source). Academic honesty also means students (2) will not knowingly permit another student to copy and submit their work as that student's own and (3) will not use unacknowledged quotations or paraphrases as part of their work. As provided by university policy, such academic dishonesty or plagiarism may be penalized by a failing grade on the assignment or for the course. Failure in a course as a result of academic dishonesty will also result in written notification to the student's academic dean of the circumstances. Additional discussion of academic integrity is available on the Ombudsman's webpage at <https://www.msu.edu/~ombud/academic-integrity/index.html>.

Therefore, unless otherwise authorized, you are expected to complete all course assignments, including homework, quizzes, tests and exams, and essays without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU rules.

Turnitin.com tool on D2L

I use Turnitin.com on D2L out of an interest in furthering our academic achievement—not because I don't trust you (I do). It helps me locate resources you've used, find flaws in your citation system and, of course, reveal inadvertent academic dishonesty. You should be aware that Turnitin.com will retain a copy of your work for future comparisons, but will never distribute it without your permission.

Late Work:

I reserve the right to decide if and how I will accept late work. If I agree to accept late work, the penalty for the late assignment will be determined on an individual basis in consultation with the student.

SIRS Evaluation Policy:

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (<https://sirsonline.msu.edu>). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

Accessibility and Accommodations:

I care deeply about making my classroom as inclusive as possible, not only in terms of recognizing and accommodating cultural diversity but also with regard to accommodating a range of learning needs based on physical and mental conditions. Please, let me and the Resource Center for Persons with Disabilities know, as soon as possible, if you have a disability that requires accommodation. Also, please let me know if you have needs which are not being met. If you need suggestions for resources on campus, you can ask me, go to the Resource Center for Persons with Disabilities (Bessey Hall 120), or meet with a counselor (call 517-353-9642; or 517-3555-1293 (TTY)). It is Michigan State University's policy to not discriminate against qualified students with documented disabilities in its educational programs.

Student Resources:

The Writing Center (is awesome! And,) offers students an opportunity to meet one-on-one with a consultant while they are engaged in the process of writing class papers and other documents. It also offers consulting on digital writing projects and a Grammar Hotline. The Writing Center is located in 300 Bessey Hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>.

The ESL Writing Lab will assist international students with all aspects of their work in IAH courses, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading. See <http://elc.msu.edu/esl-lab/> for more information and instructions on making appointments.

The Learning Resource Center, located in Bessey Hall 202, offers academic support seminars and workshops, consults with students about study and learning styles and time management, and provides one-on-one tutoring in such areas as critical reading. For a more detailed description of LRC services and hour, see <http://lrc.msu.edu/>.

COURSE SCHEDULE:

Week, Day, and Date:		Topic:	Major Reading:	Graded Assignments:
Unit 1: Monsters in the Medieval World				
WEEK 1	Tues, Jan 9	Why monsters?	Syllabus	SB 1
	Thurs, Jan 11		Cohen, “Monster Cuture (Seven Theses)” CP	
WEEK 2	Tues, Jan 16	Dragons	Lippincott, “The Unnatural History of Dragons” CP Meyer, “No Old Maps Actually Say, ‘Here be Dragons’” CP	DF 1
	Thurs, Jan 18		Brief Excerpt from John Mandeville’s Travels Link on D2L	
WEEK 3	Tues, Jan 23	Werewolves 1	Marie de France, “Bisclavret” CP	RT 1
	Thurs, Jan 25		Ovid, “The story of Lycaon” CP White, “Hell is Other People” CP	
WEEK 4	Tues, Jan 30	Werewolves 2	De Blecourt “‘I Would Have Eaten You Too’: Werewolf Legends in the Flemish, Dutch and German Area” D2L	SB2
	Thurs, Feb 1		Bernhardt-House, “The Werewolf as Queer, the Queer as Werewolf” CP	
WEEK 5	Tues, Feb 6	Giants 1	Sir Gawain and the Green Knight Fits 1 and 2	DF 2
	Thurs, Feb 8		Other Giant Texts...	
WEEK 6	Tues, Feb 13	Giants 2	Sir Gawain and the Green Knight Fit 3 and 4	UERE 1
	Thurs, Feb 15		Other Giant Texts....	
Unit 2: Monstrous Others				
WEEK 7	Tues, Feb 20	Saracens	Calkin “Marking Religion on the Body”	RT 2
	Thurs, Feb 22		Roussee “Expectation vs. Experience” CP	
WEEK 8	Tues, Feb 27	Jews	Thomas of Monmouth, “The Accusation of Ritual Murder” CP Pope Gregory X “Papal Protection of the Jews” CP	SB 3
	Thurs, Mar 1		Lipton, “Where are all the Gothic Jewish Women?” CP	
SPRING BREAK! MARCH 5-9				
No readings or assignments this week, but you may wish to read/write ahead.				
WEEK 9	Tues, Mar 13	Women	Jean de Meun, “The Advice of Friend” CP Christine de Pizan, “Introduction” CP	DF 3
	Thurs, Mar 15		Geoffrey Chaucer, “The Wife of Bath’s Prologue and Tale” link on D2L	

Unit 3: The Monstrous Middle Ages

WEEK 10	Tues, Mar 20	Peasants, Strangers and Myths	Gerald of Wales, "The Customs of the Irish" CP Chretien de Troyes, excerpt from "Yvain" CP	UERE 2
	Thurs, Mar 22		"Top 10 Myths about the Middle Ages"	
WEEK 11	Tues, Mar 27	Ignorance, Religion, Fantasy 1	Eco, "Introduction to the Middle Ages" D2L	SB 4
	Thurs, Mar 29		Bauml, "Medieval Literacy and Illiteracy" D2L	
WEEK 12	Tues, Apr 3	Ignorance, Religion, Fantasy 2	Lindley, "The Ahistoricism of Medieval Film" D2L	RT 3
	Thurs, Apr 5		TBA	

Unit 4: Our Monsters, Ourselves

WEEK 13	Tues, Apr 10	Fantasy, Fear, and Desire 1	Beal "Our Monsters, Ourselves" D2L	UERE 3
	Thurs, Apr 12		Oates, "The Aesthetics of Fear" D2L	DF 5
WEEK 14	Tues, Apr 17	Fantasy, Fear, and Desire 2	Gatchallian "The Vampire attraction" CP	RT 4
	Thurs, Apr 19		Mukherjea "My Vampire Boyfriend" CP	
WEEK 16	Tues, Apr 24	Sum-up	Cohen, "Monster Culture (Seven Theses)" CP	SB 5
	Thurs, Apr 26		TBA	

Finals Week: April 30-May 4

Final UEREs Due Tuesday, May 1, 2018 at 9:45am in 1234 Engineering Building or Online