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Courses	Request Tracking
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### New Course Form

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**Attachments:**

Browse... [Redacted]

ID	Attachment
Delete 963	ENG 495 Major Honors Seminar Giancarlo (updated 11/20/2012)

First | 1 | Last

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of: ARTS & SCIENCES Today's Date: 11/20/2012
- b. \* Department/Division: English
- c.
  - \* Contact Person Name: Mathew Giancarlo Email: mathew.giancarlo@uky Phone: 7-1587
  - \* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year 1:
- e. Should this course be a UK Core Course?  Yes  No
 

If YES, check the areas that apply:

  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Natl/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes  No
  - b. \* Prefix and Number: ENG 495
  - c. \* Full Title: Major Honors Seminar: (Subtitle required)
  - d. Transcript Title (if full title is more than 40 characters): Honors Seminar: (SR)
  - e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
  - f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input checked="" type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
  - g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
  - h. \* Number of credits: 3
  - i. \* Is this course repeatable for additional credit?  Yes  No
 

If YES: Maximum number of credit hours: 9

If YES: Will this course allow multiple registrations during the same semester?  Yes  No
  - j. \* Course Description for Bulletin:
 

An advanced undergraduate seminar in literature, film, or cultural study. Honors seminar topics will be announced the preceding year. Required for graduation with Departmental Honors in English. Prerequisites: ENG major; completion of premajor requirements and ENG 330; ENG major GPA of 3.5 or above. Enrollment limited to junior and senior ENG majors. May be repeated up to 9 hours under different subtitles. Fulfills ENG Major 400-level course requirement. Provides ENG Major Elective credit.
  - k. Prerequisites, if any:
 

ENG major; completion of premajor requirements and ENG 330; ENG major GPA of 3.5 or above. Enrollment limited to junior and senior ENG majors.
  - l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both
- 3. \* Will this course be taught off campus?  Yes  No**

If YES, enter the off campus address: \_\_\_\_\_

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

6. \* What enrollment (per section per semester) may reasonably be expected? [15] \_\_\_\_\_

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain: \_\_\_\_\_

8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program: \_\_\_\_\_

b. \* Will this course be a new requirement <sup>2</sup> for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs: \_\_\_\_\_

This course will be required for graduating with Departmental Honors in ENG.

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (From SR 5.2.1.)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

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**UK ENG 495****English Honors Seminar: Medieval Romance and Chronicle**

[Course days & times, classroom location here]

**Instructor:** Dr. Matthew Giancarlo  
**Office Address:** 1305 Patterson Office Tower  
**Email:** matthew.giancarlo@uky.edu  
**Office Phone:** 257-1587  
**Office hours:** XXX

**Course Description:**

An advanced undergraduate seminar in literature, film, or cultural study. Honors seminar topics will be announced the preceding year. Required for graduation with Departmental Honors in English.

This Honors Seminar focuses on the origins and development of the most protean and durable of medieval literary genres, the romance. Beginning with chronicles and romances of the twelfth and thirteenth centuries, we will read texts in the Anglo-French traditions of romance historiography and narrative; excerpts from English vernacular chronicles; and English romances of various kinds. Longer texts will include *The Alliterative Morte Arthure*, *Sir Gawain and the Green Knight*, as well as romances from the work of Chaucer and Gower. The last quarter of the seminar calendar will be devoted to post-medieval developments of romance.

Throughout the seminar, in primary and secondary readings, we will be inquiring into the historiographical and ideological roots of chronicles and romances; their narrative and social forms and implications; questions of nation and nationalism; race, identity, and gender; and the profound importance of medieval romance for literary developments in the Renaissance and after, up to the (re)birth of nationalist romanticism in the nineteenth century.

**Prerequisites:** ENG major; completion of premajor requirements and ENG 330; ENG major GPA of 3.5 or above. Enrollment limited to junior and senior ENG majors. May be repeated up to 9 hours under different subtitles. Fulfills ENG Major 400-level course requirement. Provides ENG Major Elective credit.

**Course goals and objectives:**

ENG 495 is the “capstone” experience for our honors candidates in the ENG major. The primary goal of this seminar is to prepare our best students for advanced literary critical work, whether it be for graduate study, professional school, or preparing to enter the competitive workforce. Course goals and work products will therefore include:

1. experience reading, digesting, and synthesizing a substantial body of primary and secondary scholarly materials;
2. experience making a professional in-seminar presentation of research materials;
3. experience doing extended secondary research, including the process of developing, researching, and bibliographing a large research project;
4. producing a 20+ page research paper that can be used as a writing sample for graduate/professional school applications.

**Student Learning Outcomes:**

After completing this course, the student will be able to:

1. *Analyze and understand* the origins of medieval and early modern romance and chronicle writing;
2. *Analyze and explain* the complex inter-relation of western historiographical and narrative traditions, that is, the relation of “romance” and “history” in the Anglo-French and European historiographical traditions;
3. *Theorize, synthesize, and critique* different approaches to narrative historiography and its relationship to nationalist historiographies;

4. *List, identify, and describe* many fundamental texts of the English romance and historiographical traditions;
5. *Research and write about* these subjects in an advanced scholarly manner.

**Required Materials:**

Required textbooks include:

*King Arthur's Death*, ed. Benson  
*Middle English Verse Romances*, ed. Sands  
*Stanzaic Guy of Warwick*, ed. Wiggins  
*The Lais of Marie de France*, eds. Burgess and Busby  
Chrétien de Troyes, *Arthurian Romances*, trans. Kibler  
Geoffrey of Monmouth, *The History of the Kings of Britain*, trans. Thorpe  
*The Birth of Romance*, ed. Weiss  
*Sir Gawain and the Green Knight*, ed. Winny  
*The Alliterative Morte Arthure*, trans. Krishna  
*Six Middle English Romances*, ed. Mills  
*Middle English Romances*, ed. Shepherd  
Sir Walter Scott, *Ivanhoe*, ed. Duncan  
*The Cambridge History of Medieval English Literature*, ed. Wallace (CHMEL)  
*Cuy of Warwick and Other Chapbook Romances*, ed. Simons  
*The Cambridge Companion to Medieval Romance*, ed. Krueger (CCML)

The coursepack containing the critical readings labelled CP is available at JohnnyPrint. Some of the articles are easily available in .pdf form through the UK Library electronic periodicals. I am assuming everyone owns or has easy access to a copy of Chaucer's collected works.

Additionally there will be regular in-class handouts of critical articles and supplementary readings. These will also be posted to Blackboard.

**Course Assignments:**

Course work and expectations will include:

- all regularly scheduled reading
- full attendance and active participation in seminar discussions
- one in-class report on an assigned topic in weeks 3-14
- a research prospectus with critical bibliography
- a final research paper, due at the conclusion of the seminar

Additionally, the seminar as a group will be responsible for developing the reading assignment for week 11.

**Summary/ Description of Course Assignments:**

The purpose of this seminar (as in all seminars of ENG 495) is to give students the experience of truly advanced literary critical study. It will challenge our best English majors to stretch their abilities, and it will prepare them for applications to (and the work of) top graduate and professional programs. Toward that end, the work assignments in ENG 495 demand graduate-level performance. Students will be expected to accomplish a substantial amount of reading every week in both primary and secondary materials. Attendance and vigorous participation in every seminar is expected and will be graded. Each participant will be responsible for making a scholarly presentation for the primary texts of one week. By week 13 (one month before the end of the term) a research paper prospectus and preliminary bibliography will be due. The major component of the course, a research paper of 20+ pages, will be due during finals week.

**Course Grading :**

Grading scale for undergraduates:

A = 90–100%; B = 80–89%; C = 70–79%; D = 60–69%; E = 59% or lower.

Unsubmitted work will receive a grade of 0.

**Grade components and weights:**

• Attendance and participation	25%
• In-class report	10%
• Research prospectus & bibliography	15%
• Term research paper (20+ pp.)	50%
<i>total:</i>	<i>100%</i>

**Final Exam Information:**

There is no final examination for this Honors Seminar. Final grades are determined according to the grade-weights given above. The research paper will be due during Finals Week.

**Mid-term Grades:**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar

(<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Course Policies (as per the University of Kentucky, the College of Arts & Sciences, the Dept. of English, and this class):****Submission of Assignments:**

Assignments are due on the days listed or set in consultation with the instructor. Assignments may be submitted electronically on the due-dates listed. Students are responsible for the successful transmission and reception of submitted materials, whether via Blackboard or email. Email or computer failures will not be accepted as valid excuses for late work. Late work will be penalized by a full letter grade for each day it is past the deac line. In-class presentations need to be made the day they are assigned; they cannot be made up at a later date.

**Attendance and participation Policies:**

This is an English Honors Seminar in which discussion, listening, and in-class guidance are absolutely central. Full attendance is expected. For each absence the attendance grade will be penalized 3 grade points. After absences totalling 20% of class for any reason (6+ absences for 15 weeks), students will fail the class and will be expected to withdraw pursuant to S.R. 5.2.4.1-2.

Student participation is also an important and evaluated component of this course. The class participation grade is based not only on attendance but also on active contributions to class discussions and activities through completing assignments, completing in-class work (both individual and group), Blackboard activities, and assigned reading prior to class. Students need to be sure to sign in or register for each class and check blackboard regularly for announcements and discussion threads. Arriving late for class or leaving early will negatively affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructor. Ungraded assignments will be used in class throughout the semester and will count towards your class participation.

Students are expected to actively participate in the class discussions by:

- Coming to class having completed assigned readings and having prepared to discuss them extensively;
- Demonstrating an active interest in the topic being discussed by both verbal and nonverbal behaviors;
- Participating in class discussion vs. engaging in non-relevant side conversations;
- Demonstrating an active commitment to share thoughts, reactions, and critical work with other students;
- Assuming responsibility for involving other students in all subjects discussed (listening, asking questions, and allowing space for others to contribute);

- Sharing relevant information from one's knowledge base or experiences with classmates;
- Respecting colleagues and their contributions with polite and tolerant behavior.

#### **Excused Absences:**

Students need to notify the instructor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **Academic Integrity:**

Per university policy (S.R. 6.3.1), students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. Please see the Student Rights and Responsibilities available online: <http://www.uky.edu/StudentAffairs/Code/part2.html>.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where, and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the

passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior:**

Good decorum and civil behavior are expected from all students at all times. This is an advanced seminar, so the levels of expected participation and decorum are similarly advanced. Please do not use any electronic devices (smartphones, computers) unless it is directly related to our classroom activities.

## Course schedule and weekly reading:

(subject to updating and minor adjustments, in consultation with students)

CP = Course Pack (at Johnny Print)

CCMR = *The Cambridge Companion to Medieval Romance*

CHMEL = *The Cambridge History of Medieval English Literature*

### 1. Introduction: The Knight Sets Forth

1. Text: Chrétien de Troyes, *Yvain* (Kibler)

2. Critical reading:

- Auerbach, "The Knight Sets Forth," chapter 6 from *Mimesis. The Representation of Reality in Western Literature* CP
- Field, "Romance in England, 1066-1400," in *CHMEL*
- Cooper, "Introduction: 'Enter, pursued with a bear'", Introduction from *The English Romance in Time* CP
- Bakhtin, excerpt from "Forms of Time and Chronotope in the Novel" CP
- Freud, "Family Romances," from *Collected Works* CP

3. Assign in-class reports for weeks 3-12

### 2. Chronicle I: Geoffrey of Monmouth's *Historia* and the dual origins of romance and secular historiography

1. Text: Geoffrey of Monmouth, *History of the Kings of Britain* (Thorpe)

2. Critical reading:

- Francis Ingledew, "The Book of Troy and the Genealogical Construction of History: The Case of Geoffrey of Monmouth's *Historia Regum Britanniae*," *Speculum* 69 (1994) 665-704: article available through JSTOR online .pdf.
- Spiegel, "Genealogy: Form and Function in Medieval Historiography," chapter 6 from *The Past as Text. The Theory and Practice of Medieval Historiography* CP
- White, "The Value of Narrativity in the Representation of Reality," chapter 1 from *The Content of the Form: Narrative Discourse and Historical Representation* CP
- White, "The Historical Text as Literary Artifact," chapter 3 from *Tropics of Discourse: Essays in Cultural Criticism* CP
- Given-Wilson, "Genealogy and Institutional History," Chapter 4 from *Chronicles: The Writing of History in Medieval England* CP

3. Assign in-class reports for weeks 3-12

### 3. Chronicle I (continued):

1. Text: Geoffrey of Monmouth, *History of the Kings of Britain* complete (Thorpe)

2. Critical reading:

- White, "The Value of Narrativity in the Representation of Reality," chapter 1 from *The Content of the Form: Narrative Discourse and Historical Representation* CP
- White, "The Historical Text as Literary Artifact," chapter 3 from *Tropics of Discourse: Essays in Cultural Criticism* CP
- Given-Wilson, "Genealogy and Institutional History," Chapter 4 from *Chronicles: The Writing of History in Medieval England* CP

3. Assign in-class reports for weeks 3-12

### 4. Anglo-French to English: *The Romance of Horn*

1. Texts: *The Romance of Horn*, *The Lai d'Haveloc* (Weiss); *King Horn* (Sands)

2. In class report: Anglo-French romances and Anglo-French chronicles

3. Critical reading:

- Bloch, "Kinship," chapter 2 from *Etymologies and Genealogies* CP
- Crane, "Anglo-Norman Cultures in England, 1066-1460," in *CHMEL*
- Bruckner, "The Shape of Romance in Medieval France," in *CCMR*



### 5. Magical Romance: Breton Lai, Marie de France, and English Adaptations

1. Texts: Lais of Marie de France (selections); *Lai le Fresne*, *Sir Orfeo* (Sands)
2. In class report: Bloch, *The Anonymous Marie de France*
3. Critical reading:
  - Frye, "The Mythos of Summer: Romance," excerpt from *Anatomy of Criticism: Four Essays* CP
  - Jameson, "Magical Narratives: On the Dialectical Use of Genre Criticism," chapter 2 from *The Political Unconscious* CP
  - Rider, "The Other Worlds of Romance," in *CCMR*
  - Cooper, "Magic that Doesn't Work," chapter 3 from *The English Romance in Time* CP

### 6. Chronicle II: English Metrical Chronicle and "The Birth of a Nation"

1. Texts: Layamon's *Brut* and Mannyng's *Chronicle* (selections distributed in class)
2. In class report: Benedict Anderson, *Imagined Communities*: a book medievalists love to hate?
3. Critical reading:
  - Turville-Petre, "The Nation" and "The Story of England," Chapters 1 and 3 from *England the Nation* CP
  - Cannon, "The Law of the Land: Layamon's *Brut*," Chapter 2 from *The Grounds of Middle English Literature* CP
  - Johnson and Wogan-Browne, "National, World, and Women's History: Writers and Readers in Post-Conquest England," in *CHMEL*
  - Galloway, "Writing History in England," in *CHMEL*

### 7. English "Hero" Romances

1. Texts: *Havelok* (Shepherd); *Stanzaic Guy of Warwick* (Wiggins); *Octavian* (Mills)
2. In class reports: Beves of Hampton and Guy of Warwick
3. Critical reading:
  - Jean Scammell, "The Formation of the English Social Structure: Freedom, Knights, and Gentry, 1066-1300," *Speculum* 68 (1993), 591-618, article available through JSTOR online .pdf.
  - Given-Wilson, "The Deeds of Warriors," chapter 5 from *Chronicles: The Writing of History in Medieval England* CP
  - Speed, "The Construction of the Nation in Medieval English Romance" CP

### 8. English Romances of the Family and Household

1. Texts: *Sir Isumbras*, *Sir Amadace*, *Sir Gowther* (Mills); *Gamelyn*, *Athelston* (Sands)
2. In class report: English romance collection manuscripts and the Auchinleck MS.
3. Critical reading:
  - Bloch, "Economics of Romance," chapter 5 in *Etymologies and Genealogies* CP
  - Smith, "The Repeating House," chapter 2 from *Arts of Possession: The Middle English Household Imaginary*, CP
  - Riddy, "Middle English Romance: Family, Marriage, Intimacy," in *CCMR*
  - Huot, "The Manuscript Context of Medieval Romance," in *CCMR*

### 9. Chronicle III: Romance Fantasies of Imperialism

1. Texts: *The Alliterative Morte Arthure*; *The Siege of Melayne* (Mills or Shepherd)
2. In class report: Heng, *Empire of Magic*
3. Critical reading:
  - Patterson, "The Romance of History and the *Alliterative Morte Arthure*" CP

### 10. Legends of Good Women, Good Legends of Women? Gender in Chaucerian and Gowerian Romance

1. Texts: Chaucer's "Clerk's Tale"; "Tale of Sir Thopas"; "Squire's Tale"; Gower's "Apollonius of Tyre," "Jason and Medea," "Tale of Constance" (Gower texts given in in-class handout); *Emaré* (Mills)
2. In class report (Dr. Giancarlo): Romancing Revolution: Gower's *Cronica Tripertita*
3. Critical reading:

- Fisher, "Women and Men in Late Medieval English Romance," in *CCMR*
- Crane, from *Gender and Romance in Chaucer's Canterbury Tales CP*

#### 11. Chaucerian and Gowerian romance continued

1. Texts: Chaucer and Gower continued
2. Critical reading:
  - Davenport, "Romances," chapter 4 from *Chaucer and his English Contemporaries CP*
  - Rosin, "Life Lessons: How Soap Operas Can Change the World," *New Yorker* 5 June 2006 CP

#### 12. Later Arthurian Romances and "Courtliness"

- 1 Texts: *Sir Gawain and the Green Knight* (Winny); *Ywain and Gawain* (Shepherd)
2. In class report: romance and the *Pearl*-poet
3. Critical reading:
  - Hahn, "Gawain and Popular Chivalric Romance in Britain," in *CCMR*
  - Kay, "Courts, Clerks, and Courtly Love," in *CCMR*
  - Kaeuper, "The Societal Role of Chivalry in Romance: Northwestern Europe," in *CCMR*

#### 13. Post-medieval legacies I: Renaissance, Romance, and Reaction

1. Texts: texts to be determined by seminar participants
2. In class report: w(h)ither romance in the 15th century?
3. Critical reading:
  - Cooper, "Romance after 1400", in *CHMEL*
4. Research prospectus and preliminary critical bibliography due

#### 14. Post-medieval legacies II: Popular romance

1. Texts: *Guy of Warwick and Other Chapbook Romances* (complete); Sir Walter Scott, "The Lay of the Last Minstrel" (handout)
2. In class report: Sir Walter Scott's *Marmion* and romantic-romance medievalism
3. Critical reading:
  - Matthews, chapters 1-2 from *the Making of Middle English, 1765-1910 CP*
  - Ganim, "The Myth of Medieval Romance," from *Medievalism and the Modernist Temper (CP)*

#### 15. Post-medieval legacies III: Sir Walter Scott (The Re-birth of a Nation?)

- 1 Text: Sir Walter Scott, *Ivanhoe* complete!
2. Critical reading:
  - Matthews, "The Last Minstrel: Walter Scott and the Decade of Romance" CP
  - excerpt from Trumpener, *Bardic Nationalism*

#### 16. Conclusion (Dead week): Romance "Round Table": Discussion and workshopping term research papers.

#### 17. Finals week: research papers due.

**UK ENG 495 English Honors Seminar  
Medieval Romance and Chronicle**

**Coursepack contents:**

0. UK ENG 495 Medieval Romance and Chronicle course syllabus
1. Auerbach, Erich. "The Knight Sets Forth." Ch. 6 from *Mimesis. The Representation of Reality in Western Literature*. Trans. Willard R. Trask. Princeton: Princeton University Press, 1957.
2. Cooper, Helen. "Introduction: 'Enter, pursued with a bear.'" Introduction from *The English Romance in Time: Transforming Motifs from Geoffrey of Monmouth to the Death of Shakespeare*. Oxford: Oxford University Press, 2004.
3. Bakhtin, Mikhail. "The Chivalric Romance," from "Forms of Time and Chronotope in the Novel," in *The Dialogic Imagination. Four Essays*. Ed. Michael Holquist, trans. Caryl Emerson and Michael Holquist. Austin: University of Texas, 1981.
4. Freud, Sigmund. "Family Romances," from *Collected Papers, Vol. 5*. ed. James Strachey. New York: Basic Books, 1959.
5. Spiegel, Gabrielle. "Genealogy: Form and Function in Medieval Historiography." Ch. 6 from *The Past as Text. The Theory and Practice of Medieval Historiography*. Baltimore: Johns Hopkins, 1997.
6. White, Hayden. "The Value of Narrativity in the Representation of Reality." Ch. 1 from *The Content of the Form: Narrative Discourse and Historical Representation*. Baltimore: Johns Hopkins, 1987.
7. White, Hayden. "The Historical Text as Literary Artifact." Ch. 3 from *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins, 1978.
8. Given-Wilson, Chris. "Genealogy and Institutional History." Ch. 4 from *Chronicles: The Writing of History in Medieval England*. New York and London: Hambledon, 2004.
9. Bloch, R. Howard. "Kinship." Ch. 2 from *Etymologies and Genealogies. A Literary Anthropology of the French Middle Ages*. Chicago: University of Chicago Press, 1983.
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eCATS (Curricular Proposal)

**Detailed Navigation**

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

**Related Links**

- Browser Compatibility

Course ID	Action	Course	New	Department	Effective Date
ENG 394	Display Form	Course	New	ARTS & SCIENCES	7/31/2011
ENG 395	Display Form	Course	Change	ARTS & SCIENCES	9/4/2011
ENG 401	Display Form	Course	Change	ARTS & SCIENCES	9/10/2011
ENG 405	Display Form	Course	Change	ARTS & SCIENCES	9/11/2011
ENG 407	Display Form	Course	Change	ARTS & SCIENCES	8/1/2011
ENG 460G	Display Form	Course	Change	ARTS & SCIENCES	9/4/2011
ENG 470G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 480G	Display Form	Course	Change	ARTS & SCIENCES	8/4/2011
ENG 481G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 482G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 487G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 490G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 490G	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011
ENG 495	Display Form	Course	New	ARTS & SCIENCES	8/8/2011

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000010613154	Department Received	2012-09-03	11:24 AM
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ENG 612	Display Form	Course	Change	ARTS & SCIENCES	7/2/2011