

LinC 101: The First-Year Seminar, Section B

Fall 2014

Medievalism:

The Modern Fascination
with the Medieval Past



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Periods of history come in and out of fashion. In the sixteenth and seventeenth centuries, for instance, people were fascinated by the art and scholarship of Ancient Greece and Rome and often quite dismissive of the European middle ages. Things medieval recaptured the imagination, however, during the late eighteenth century. Today, popular interest in the middle ages is reflected in literature and film (e.g., Harry Potter, The Lord of the Rings), Renaissance Faires, video games, music, and more. In this course, we will investigate such manifestations of medievalism and reflect on what they show about our own time. We will use our study of medievalism to frame our investigation of college-level reading, writing, and speaking. The course description, objectives, and discussion of writing that follows are common to all first-year seminars.

Course Description and Objectives

The First-Year Seminar introduces writing as a process that is central to college learning and to life. It focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

- **With regard to broad academic and writing skills, by the end of this course, students will:**
 - Demonstrate a process approach to writing
 - Use writing as a way to discover new information and insights—in short, to learn.
 - Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
 - Write effectively for a variety of audiences.
 - Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
 - Read critically and comprehensively to integrate others' ideas with their own.

- **With regard to transition to college expectations, by the end of this course students will:**
 - Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
 - Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
 - Collaborate with faculty and student advisors and engage with the College community -- students, faculty and staff-- to promote the students' success at Moravian College.

Course Requirements

Each student enrolled in the First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at

least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Learning Services Office

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center. I am happy to do what I can to treat you fairly and help you succeed.

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from

any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases,

assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Grade Breakdown

Quizzes – 12 quizzes, lowest 2 grades dropped 20%
Please see the syllabus for the 12 occasions on which we will have quizzes. Each will count for 2% of your final grade. The lowest two grades will be dropped. Quizzes will take place at the beginning of class (so please don't be late!). You must bring your iPad or a laptop on these days so that you can access the online quiz service we'll be using.

Readings Journals – 7 journals, lowest grade dropped 12%
There are 7 occasions throughout the semester on which you'll need to turn in Readings Journals (see syllabus). Your lowest grade will be dropped. The others will each count for 2% of your grade. These journals will be graded for thoroughness and thoughtfulness but not for writing.

Library Assignment (due Thursday September 18) 3%
This assignment will be given out in class. It is due on Thursday September 18.

Presentation 10%
You'll present material from your final paper in an oral presentation in the last two weeks of the course or at the Undergraduate Conference in Medieval and Early Modern Studies (Dec 6).

Paper on Craftsman Farms and Lyndhurst Fieldtrip (due Friday September 19) 5%
This two-page paper will require you to analyze your experiences at Craftsman Farms and Lyndhurst Castle in light of our course readings from previous classes. You must take a draft to the Writing Center.

Paper on Celticfest (due Friday October 3) 5%
This two-page paper will require you to analyze your experiences at Bethlehem's Celticfest in light of our course readings from previous classes. You must take a draft to the Writing Center.

Paper on the Glencairn Medieval Festival (due Friday October 31) 5%
This two-page paper will require you to analyze your experiences at Glencairn in light of our course readings from previous classes. You must take a draft to the Writing Center.

Research Paper (35% total)

This paper will involve close analysis of three or more experiences, games, books, films, or other artifacts of medievalism! It should make reference to other materials studied in class where appropriate and to at least 3 non-assigned academic books or articles. I would prefer that you not use material from the internet except in situations where it is directly relevant to your topic (e.g.,

if you are studying MMORGs). We'll devote time in class and in individual meetings to planning how to develop research questions, conduct research, and write a clear and well-organized paper. Its components are as follows:

Preparation for meetings with me	5%
5-page chunk (due Fri Oct 26)	5%
Complete draft (due Fri Nov 9)	5%
Complete polished draft (due Fri Nov 16)	5%
Final paper (due Fri Dec 7)	15%

Extra-curricular events

5%

As with other sections of FYS, you'll earn up to 5% through your attendance at three designated extra-curricular events. The first of these is the In Focus lecture on September 11 (period 3 -- all classes are cancelled). We'll decide as a class on the other opportunities, so bring any suggestions you might have.

Texts

Our section will make use of the following required texts:

- Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing*, 5th edition [hereafter noted as "Behrens & Rosen"]. Available at the college bookstore.
- Copied readings as noted on the syllabus. Many of these are available through a shared folder on the Google Drive, and we will talk in class about how to get hold of these.

Out-of-class activities

Our section will conduct the following out-of-class fieldtrips and activities:

1. [Craftsman Farms](#) and [Lyndhurst Castle](#): Sunday September 14
2. [Celticfest visit](#): Saturday September 27 or Sunday September 28
3. [Bryn Athyn/Glencairn Medieval Festival fieldtrip](#): Sunday October 26
4. [Moravian College 9th Undergraduate Conference in Medieval and Early Modern Studies](#): Saturday December 6


Each of these trips and activities is required! If, for some reason, you have a legitimate reason for non-attendance, please see me as soon as possible so we can arrange an alternate assignment. To compensate for these out-of-class sessions, we will cancel class on the following days: October 10, October 17, October 24, and November 21.

Schedule of Classes and Readings

Tues Aug 26 Assignments:	<p>Introduction: What is Medievalism?</p> <ul style="list-style-type: none"> - Veronica Ortenberg, "Introduction" to her <i>In Search of the Holy Grail: The Quest for the Middle Ages</i> (London: Hambledon, 2006), ix-xii. - David W. Marshall, "Introduction: The Medievalism of Popular Culture," in Marshall (ed.), <i>Mass Market Medieval: Essays on the Middle Ages in Popular Culture</i> (Jefferson, NC: McFarland & Co: 2007), 1-12. <p>Quiz 1: Bring your iPads or laptops.</p>
Thurs Aug 28 Assignments:	<p>The Middle Ages in 70 Minutes</p> <ul style="list-style-type: none"> - Behrens & Rosen, pp. 1-22. - GD Reading 1 (readings are on the on the Google Drive from here on): Peter N. Stearns, "Western Civilization: The Middle Ages," in his <i>World History in Brief</i>, 4th ed. (New York: Longman, 2002), 199-218. You might find it useful to consult the following study guide: https://www2.stetson.edu/secure/history/hy10302/stearns12.html It includes a variety of multiple choice questions, and I will draw from these in making up the quiz for our class (I might adapt them slightly). <p>Quiz 2: Bring your iPads or laptops.</p>
Fri Aug 29	<p>Friday Session 1: Sex Signals</p>

Past Medievalisms


Tues Sept 2 Assignments:	<p>Medievalism before the Nineteenth Century</p> <ul style="list-style-type: none"> - Behrens & Rosen, 36-47. - Final day for course changes. - GD Reading 2: Sir Walter Scott, <i>Ivanhoe</i>, chapter 1 <p>Quiz 3: Bring your iPads or laptops.</p>
Thurs Sept 4 Assignments:	<p>The Gothic Revival</p> <ul style="list-style-type: none"> - Behrens & Rosen, 51-78. - Open University, "Gothic Revival: Design in a Nutshell" 1 min 48 sec. https://www.youtube.com/watch?v=NsfL8KpM7Qs - Victoria & Albert Museum (London) – Style Guide: Gothic Revival http://www.vam.ac.uk/content/articles/s/style-guide-gothic-revival/ - GD Reading 3: Nigel Yates, "Pugin and the Medieval Dream," <i>History Today</i> 37: 9 (September 1987), 33-40. <p>Quiz 4: Bring your iPads or laptops.</p>
Fri Sept 5	<p>Friday Session 2: Counseling Center, Health Center and Religious Life</p>

<p>Tues Sept 9 Assignments:</p>	<p>From the PreRaphaelites to the Arts & Crafts Movement</p> <ul style="list-style-type: none"> - Jennifer Meagher, “The Pre-Raphaelites.” In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000– (October 2004). http://www.metmuseum.org/toah/hd/praf/hd_praf.htm - Please follow the links embedded in the text to the following paintings: <ul style="list-style-type: none"> o Girlhood of Mary Virgin http://www.tate.org.uk/servlet/ViewWork?workid=12802&roomid=3452 o Lady Lilith http://www.metmuseum.org/toah/works-of-art/08.162.1 o The Love Song http://www.metmuseum.org/toah/works-of-art/47.26 <p>Read the brief discussions of the paintings on each of the linked sites.</p> <ul style="list-style-type: none"> - Victoria and Albert Museum (London) discussion of the Arts and Crafts Movement: <ul style="list-style-type: none"> o “Arts & Crafts: Britain 1880-1914” http://www.vam.ac.uk/content/articles/a/arts-and-crafts-britain-1880-1914/ o “Arts & Crafts: America 1890 - 1916” http://www.vam.ac.uk/content/articles/a/arts-and-crafts-america-1890-1916/ <p>Quiz 5: Bring your iPads or laptops.</p>
<p>Thurs Sept 11 Assignments:</p>	<p>Fall Convocation</p> <ul style="list-style-type: none"> - Our FYS class will not meet, but you are required to go to the Fall Convocation talk. More details about the speaker and location will be forthcoming. If you choose, you may write up this event as one of your three extracurricular events.
<p>Fri Sept 12</p>	<p>Friday Session 3: Academic Support Center</p>
<p>Sun Sept 14</p>	<p>Fieldtrip to Lyndhurst and Craftsman Farms</p> <ul style="list-style-type: none"> - Be outside the HUB and ready for departure at 9am sharp! - This fieldtrip will form the basis for your first paper. Your observations and experiences will be required for your analytical paper, due to me via email by 4pm on Fri Sept 19. See paper instructions for full details. Please note especially that you need to take a draft to the Writing Center. 

Tues Sept 16 Assignments:	<p>Medievalism in America up to the Twentieth Century</p> <ul style="list-style-type: none"> - GD Reading 4: Robin Fleming, "Picturesque History and the Medieval in Nineteenth-Century America," <i>American Historical Review</i> 100:4 (1995): 1061-1094. - This is a more challenging reading than those we've had so far, and you should expect to budget extra time for it. Make sure to identify Fleming's thesis and the main points she makes in support of her thesis. <p>Readings Journal 1 due: Instead of a quiz, please <u>summarize</u> Fleming's reading in 1-1½ pages and <u>critique</u> it in ½-¾ of a page. Head your assignment "Journal 1" and write under the headings "summary" and "critique."</p>
Thurs Sept 18 Assignments:	<p>Library Session</p> <ul style="list-style-type: none"> - Please complete the library assignment that will be distributed in class.
Fri Sept 19 Assignments:	<p>Friday Session 4: International Education & Center for Intercultural Advancement & Inclusion</p> <ul style="list-style-type: none"> - Your first paper (on Lyndhurst and Craftsman Farms) is due to me via email by 4pm.

Medievalism as Experience

Tues Sept 23 Assignments:	<p>Medievalism as Spectacle</p> <ul style="list-style-type: none"> - Behrens & Rosen, 178-201. - GD Reading 5: Michael H. Means, "'The Field of the Cloth of Gold': The Ringling Brothers Reinvent Henry VIII Reinventing Chivalry," <i>Journal of American Culture</i> 21: 3 (1998): 69-73. - Medieval Times Dinner and Tournament: YouTube Clip 22 min https://www.youtube.com/watch?v=NWKZV3byUA8&list=PLgrN_Mkzo_Ay7qyTVaJMfxyLxiJXFt4E&index=5 <p>Readings Journal 2 due: please <u>summarize</u> the Means reading in 1-1½ pages and <u>critique</u> it in relation to the Medieval Times video in ½-¾ of a page. What connections do you see? Write under the headings "summary" and "critique."</p>
Thurs Sept 25 Assignments:	<p>The Invention of Celticism</p> <ul style="list-style-type: none"> - GD Reading 6: Ortenberg, "The Celtic Bandwagon," in <i>In Search of the Holy Grail</i>, 119-142. - Your library assignment is due to me via email by 4pm. <p>Quiz 6: Bring your iPads or laptops.</p>
Fri Sept 26	<p>Friday Session 5: Career Center</p>

<p>Sat Sept 27/ Sun Sept 28</p>	<p>Celtic Classic Highland Games & Festival Fieldtrip</p> <ul style="list-style-type: none"> - This fieldtrip is self-guided! That is to say, at some point over the weekend you should plan to spend at least 2 hours attending events and examining objects for sale at the Celtic Classic. The schedule of events can be found on www.celticfest.org. Your observations and experiences will be required for your analytical paper, due to me via email by 4pm on Fri Oct 3. See paper instructions for full details. Please note especially that you need to take a draft to the Writing Center. 
<p>Tues Sept 30 Assignments:</p>	<p>Medievalism and Paraphernalia</p> <ul style="list-style-type: none"> - GD Reading 7: Richard Hayman, “Ballad of the Green Man,” <i>History Today</i> 60:4 (April 2010): 37-44. - Browse the following website and its links: http://www.bogbrothers.org. You needn’t follow every link, but you should have a sense of who the Oak King and the Holly King are, what members of the Beneficent Order of the Greenman believe, and what a Greenman March is. <p>Quiz 7: Bring your iPads or laptops.</p>
<p>Thurs Oct 2 Assignments:</p>	<p>Medievalism and Music</p> <ul style="list-style-type: none"> - Behrens & Rosen, 216-225. - GD Reading 8: Simon Trafford and Aleks Pluskowski, “Antichrist Superstars: The Vikings in Hard Rock and Heavy Metal,” in Marshall (ed.), <i>Mass Market Medieval</i>, 57-73. - Ensiferum, “In My Sword I Trust.” YouTube clip 5 min, 30 sec. https://www.youtube.com/watch?v=-2WqQY_xSSM&list=PLgrN_Mkzo_Ay7qyTVaJMfxyLxiJXFnT4E&index=3 <p>Readings Journal 3 – please <u>summarize</u> the reading in 3/4 -1 pages and <u>critique</u> it in 1/2-3/4 of a page. In what ways does the Ensiferum video portray the themes discussed by Trafford and Pluskowski? Write under the headings “summary” and “critique.”</p>
<p>Fri Oct 3 Assignments:</p>	<p>Friday Session 6: Student Involvement & Leadership</p> <ul style="list-style-type: none"> - Please note that your paper on the Celtic Classic is due to me via email by 4pm.

Tues Oct 7 Assignments:	Writing Workshop I <ul style="list-style-type: none"> - Come to class prepared to tell members of your Writing Group about your paper topic and to give them an overview of the work you have done on it so far. - To guide you, I suggest you bring a 1-page summary on which you list the sources you'll be using, the keywords you have been searching in databases, and your thoughts about the overall direction of the paper. You do not need to have a working thesis at this point, although you certainly can include this if you wish.
Thurs Oct 9 Assignments:	Medievalism and Computer Games <ul style="list-style-type: none"> - GD Reading 9: Oliver M. Traxel, "Medieval and Pseudo-Medieval Elements in Computer Role-Playing Games: Use and Interactivity," in Karl Fugelso with Carol L. Robinson (eds.), <i>Medievalism in Technology Old and New</i> (Cambridge: D.S. Brewer, 2008), 125-141. Readings Journal 4 – please <u>summarize</u> the reading in 1-1½ pages and <u>critique</u> it in ½-¾ of a page. Write these under the headings "summary" and "critique."
Fri Oct 10	No Class: Compensation for Lyndhurst/Stickley House Fieldtrip
Tues Oct 14	No Class: Fall Break
Thurs Oct 16 Assignments:	Larping I <ul style="list-style-type: none"> - GD Reading 10: Lizzie Stark, Prologue; "The King of Make-Believe," in her <i>Leaving Mundania: Inside the Transformative World of Live Action Role-Playing Games</i> (Chicago: Chicago Review Press, 2012), pp. ix-xiv, 31-67. - Realm of Larp (YouTube clip) chapter 1. 10 min, 3 secs. https://www.youtube.com/watch?v=qTVjjiYsH92w&index=4&list=PLgrN_Mkzo_Ay7qyTVaJMfxyLxiJXFnT4E Quiz 8: Bring your iPads or laptops.
Fri Oct 17	No Class: Compensation for Celtic Classic Fieldtrip
Tues Oct 21 Assignments:	Larping II <ul style="list-style-type: none"> - GD Reading 11: Lizzie Stark, "Adventures of Portia Rom;" "Unwritten Rules," in her <i>Leaving Mundania</i>, pp. 69-89, 107-123. - Lizzie Stark, "Don't Touch or I'll Sue" http://leavingmundania.com/2013/03/11/dont-touch-or-ill-sue-american-larp-as-national-metaphor/ Quiz 9: Bring your iPads or laptops.
Thurs Oct 23 Assignments:	Writing Workshop II: Initial Writing <ul style="list-style-type: none"> - Your first 5-page chunk of writing is due via email to me and to members of your writing group by 10am.
Fri Oct 24	No Class: Compensation for Glencairn Medieval Festival Fieldtrip

Sun Oct 26	<p>Glencairn Medieval Festival - Your observations and experiences will be required for your analytical paper, due to me via email by 4pm on Fri Oct 31. See paper instructions for full details.</p>
<h2>Medievalism as Setting</h2>	
Tues Oct 28 Assignments:	<p>Medievalism and Fiction - GD Reading 12: Ortenberg, “Medieval Inspirations,” in <i>In Search of the Holy Grail</i>, 175-192. Quiz 10: Bring your iPads or laptops</p>
Thurs Oct 30 Assignments:	<p>Gender in Medievalist Novels - GD Reading 13: Jane Tolmie, “Medievalism and the Fantasy Heroine,” <i>Journal of Gender Studies</i> 15 (2006): 145-158. Readings Journal 5 on Tolmie – please <u>summarize</u> the reading in 1-1½ pages and <u>critique</u> it in ½-¾ of a page. Write these under the headings “summary” and “critique.”</p>
Fri Oct 31	<p>No Class: Compensation for Individual Meetings with Me - Please note that your paper on the Glencairn Medieval Festival is due to me via email by 4pm. See paper instructions for full details.</p>
Tues Nov 4 Assignments:	<p>Medievalism in Harry Potter - Behrens & Rosen, 231-245. - GD Reading 14: George M. O’Har, “Magic in the Machine Age,” <i>Technology and Culture</i> 41: 4 (Oct 2000): 862-864. - James Pinkerton, “Harry Potter Appeal is Medieval,” Opinion Section, <i>Denver Post Online</i>, 2005. http://www.denverpost.com/opinion/ci_3257211 Readings Journal 6 – please <u>summarize</u> the O’Har and Pinkerton articles in ¾ -1 pages (total, not each) and <u>critique</u> them in ½-¾ of a page. Write these under the headings “summary” and “critique.”</p>
Thurs Nov 6 Assignments:	<p>Writing Workshop III: Revision - Behrens & Rosen, 245-247. - Please bring 2 copies (one for me and one for the paper author) of your critiques and suggestions for each member of your Writing Group. These must be hard copy and must consist of at least 5 substantial comments.</p>
Fri Nov 7 Assignments:	<p>No Class: Compensation for Individual Meetings with Me Your complete draft is due via email to me and to your writing group members by 12 noon.</p>

Tues Nov 11 Assignments:	<p>Medievalism and Visual Media</p> <ul style="list-style-type: none"> - GD Reading 15: Ortenberg, “Camelot Goes Celluloid,” in <i>In Search of the Holy Grail</i>, 193-223. <p>Quiz 11: Bring your iPads or laptops</p>
Thurs Nov 13 Assignments:	<p>Changing Representations of Joan of Arc</p> <ul style="list-style-type: none"> - GD Reading 16: James A. Freeman, “Joan of Arc – Soldier, Saint, Symbol – Of What?” <i>The Journal of Popular Culture</i> 41: 4 (2008), 601-634. - Find and bring (on your iPad or laptop) an image of Joan of Arc from the late nineteenth or early twentieth century similar to the ones Freeman discusses. For instance, you might try looking for antiques on EBay or do a Google images search for “Joan of Arc stamp.” <p>Readings Journal 7 – please <u>summarize</u> in 3/4 -1 pages and <u>critique</u> in 1/2-3/4 of a page. Write these under the headings “summary” and “critique.”</p>
Fri Nov 14 Assignments:	<p>Film: Monty Python & the Holy Grail</p> <ul style="list-style-type: none"> - GD Reading 17: Terry Jones, “Re-creating the Medieval World,” in Carol L. Robinson and Pamela Clements (eds.), <i>Neomedievalism in the Media: Essays on Film, Television, and Electronic Games</i> (Lewiston: Edwin Mellen, 2012), 389-392. <p>Quiz 12: Bring your iPads or laptops</p>
Tues Nov 18 Assignments:	<p>Writing Workshop IV: Editing</p> <ul style="list-style-type: none"> - Behrens & Rosen, 247-50. - Please send your peer edits to me and the paper author by 10am.
Thurs Nov 20	<p>Paper Presentations</p> <ul style="list-style-type: none"> - Please remember that you are responsible for preparing at least 2 questions on each paper. These must be emailed in at the end of the class and will count toward your participation grade.
Fri Nov 21	No Class: Compensation for Undergraduate Conference activities
Tues Nov 25	<p>Paper Presentations</p> <ul style="list-style-type: none"> - Please remember to prepare at least 2 questions on each paper.
Thurs Nov 27	Thanksgiving Break – No Class
Tues Dec 2 Assignments:	<p>Paper Presentations</p> <ul style="list-style-type: none"> - Please remember to prepare at least 2 questions on each paper.
Thurs Dec 4 Assignments:	<p>Paper Presentations</p> <ul style="list-style-type: none"> - Please remember that to prepare at least 2 questions on each paper. - Final papers are due to me via email by 3pm.
Sat Dec 6	<p><u>9th Undergraduate Conference in Medieval & Early Modern Studies</u> Everyone in the class is expected to participate in the conference in some way, whether as a session chair, paper presenter, or in some other role. We’ll talk more about this nearer the time.</p>