



UNIVERSITY OF
CALGARY

DEPARTMENT OF ENGLISH
ENGL 519.50: The Global Middle Ages
WINTER 2021

Instructor	J. Jenkins
Email:	jenkinsj@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Zoom times	M 10:30 am – 12:00; 2:00 – 3:30pm T 10:00 – 11:30 am; 2:00 – 3:30 pm W 10:00 – 11:30 am R 10:00 – 11:30 am; 2:00 – 3:30 pm F 10:00 – 11:00am; 1:00 – 2:00; 3:30 – 4:30. (Students will choose one of the three available times)
Office Hours:	I will be available M/T/W/R of Block Week, 3:30 – 4:30 pm, or by appointment

Course description:

In this course, students will encounter the English Middle Ages from a transcultural perspective. With a focus on *globalism*, the course seeks to de-centre medieval England by bringing western medieval studies, specifically the study of medieval English literature and culture, into conversation with critical work in the fields of globalization and global literature, postmodernity, and race and ethnicity studies, among others. Beginning with a focus on medieval map-making, the histories of travel and pilgrimage, and even the ubiquity and movement of the plague known as the Black Death, we will consider the ways medieval English literature represents encounters with the world outside its national and social boundaries. We will also consider the transcultural movement of literature itself through consideration of select texts, specifically romances, whose analogues and ‘afterlives’ speak to the permeability of linguistic, national and cultural borders. Readings will include literary and non-literary texts, and though the focus will be on Middle English texts, students will also read works from languages other than English (in Modern English translations) as well as a wide range of contemporary critical work. The course will also focus on the ways notions of the ‘medieval’ continue to pervade national discourses and have been leveraged, for instance, to support the formation of white nationalist identities. Readings for this concluding section will be drawn from ongoing scholarly discussions, for instance in online forums such as *The Public Medievalist* (<https://www.publicmedievalist.com/>) and *In the Medieval Middle* (<http://www.inthemedievalmiddle.com/>).

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate by completing the readings as listed in the course schedule, complete the assignments as required, and participate in the scheduled synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen

circumstances, students are expected to inform the instructor in advance and discuss an alternative activity to be completed outside of the scheduled meetings.

We will meet via Zoom each of the days of Block Week, for a total of 7 meetings of 90 minutes each. Times will be indicated on the course schedule. Meetings will not be recorded.

Students are expected to complete some readings before the class begins as pre-session study (information about those readings was provided over D2L and by email one month before the class begins). The pre-session readings include texts (available through online) and a free webinar (information provided on D2L) as well as papers presented orally at the New England Medieval Conference (online; 3 Dec 2020; optional).

Course learning outcomes:

Upon successful completion of the course, students will be able to do the following:

1. Demonstrate advanced knowledge of selected medieval texts within a context of medieval social, political and national histories, and analyze those texts in relation to selected contemporary theoretical debates;
2. Analyze a historically-remote text within its specific cultural context and see its applicability to other contexts, such as our own;
3. Identify ongoing critical debates within the scholarly field of medieval literary studies and situate their own interpretations in relation to these debates;
4. Conduct research in literary studies using the most relevant critical methods and research tools;
5. Analyze, evaluate, and synthesize literary texts effectively in written scholarly work and oral discussion;
6. Identify an appropriate research question, and structure a complex and engaging argument in response to that question using textual evidence as support;
7. Demonstrate knowledge and persuasively present arguments in a variety of formats, including a research paper or equivalent research project and in public-oriented non-academic writing;
8. Engage in class discussions and respond meaningfully, respectfully and collegially as a participant in the seminar.

Required Texts:

The following four texts are required for the course. Because of the pandemic, I have not ordered them into the university bookstore; each of them is available directly from the individual press as well as from various online sellers with fast delivery times (including both Amazon.ca and Chapters.ca). I encourage you to consider e-pubs (directly from the publishers—links included below) or Kindle editions (Amazon.ca). Other assigned readings are available through our library's online holdings or available through free online access (links provided on the course schedule). A full list of readings will be circulated separately.

The Invention of Race in the European Middle Ages. Geraldine Heng. Cambridge UP, 2018. [<https://www.cambridge.org/ca/academic/subjects/history/history-ideas-and-intellectual-history/invention-race-european-middle-ages?format=AR>]; it is also available from both the major online book sellers, and as a Kindle edition.]

Whose Middle Ages? Teachable Moments for an Ill-Used Past. Eds. A. Albin, M. Erler, T. O'Donnell, N. Paul, N. Rowe. Fordham UP, 2019.

[Fordham UP link: <https://www.fordhampress.com/9780823285563/whose-middle-ages/>; it is also available from both the major online book sellers.]

The Devil's Historians: How Modern Extremists Abuse the Medieval Past. Amy S. Kaufman and Paul B. Surtevant. U Toronto P, 2020.

[U Toronto P link: <https://utorontopress.com/us/the-devil-x2019-s-historians-2>; it is also available from both the major online book sellers and as a Kindle edition.]

The Intolerant Middle Ages: A Reader. Ed. Eugene Smelyansky. U Toronto Press, 2020.

[U Toronto P link: <https://utorontopress.com/us/the-intolerant-middle-ages-2>; it is also available from both the major online book sellers and as a Kindle edition.]

Talking (and Writing) About Difficult Subjects

Some of the texts assigned for this course will ask you to think critically about the literary treatment of violence within a range of social, political, religious and cultural histories. In addition, our discussions in this class will address the contemporary legacies of the many forms of structural oppression we'll find in our readings. If you find this work especially uncomfortable, or you would like to talk privately about how literary critics learn to engage with material that we find personally difficult to read, please reach out to me during office hours or make an appointment to meet with me at a mutually convenient time. In the meantime, please remember that each member of our course will bring different experiences, lived and academic, with these histories and this material and the continuing contemporary structural oppressions into our classroom— so I ask each of you to approach our class discussions with respect for one another, and do our best to take care of ourselves.

Required Technology Resources:

Students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, updated to combat malware;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software installed;
- Broadband internet connection.

There is a D2L site for this course, which contains links to recommended readings, and other class resources and materials.

Assignments and Evaluation:

There are four assignments for this course.

15% ONE OF assignment A OR Assignment B (below)

- A: a report on the conference, “Race and the Middle Ages”
- B: a pedagogical assignment, described in brief below
- One of assignment A or B is due by 9:00 am, Wednesday, 6 January 2021. Students are expected to choose; descriptions are below.

20% Response paper (750 – 1000 words) to Black Death webinar and readings

- Due 9:00 am Tuesday, 5 January 2021

35% Research project (eg. essay, podcast, poster presentation, creative work)

- Description to be provided at the start of class; due no later than 12 February 2021

30 % Public-oriented non-academic writing project

- Description to be provided at the start of class; due before 12 February 2021

Assignment A (15%): If you were able to attend the New England Medieval Conference, (3 Dec 2020, registration link provided in separate email), you are welcome to complete a report (due 9:00 am, Wednesday, 6 January 2021). For this assignment, please prepare a 750-1000 word summary of the research you encounter in the plenary (by Dr. Heng) and any two of the four other sessions: your summary should briefly outline the approaches and the main conclusions of the plenary / papers, with specific reference to the implications of the research to traditional understandings of the medieval period as you perceive it.

Assignment B (15%): For this assignment, you will prepare one learning module for our course, similar to the modular topic structure I’ve designed for the course, in an area of your own choosing not already covered by the course schedule. You will choose a topic, research a focus for that module and present a set of readings and discussion questions generated from those readings. This assignment should consist of the following components:

- a topic for the module, with a clearly identified research / teaching focus. Articulate the focus and its relevance to the course in a paragraph (approx. 250 words)
- A reasonable and manageable set of readings to provide context for the focus and inspire interest in further research. These readings do not need to come from texts already assigned, but could certainly. Please do not duplicate readings already assigned in the course.
- 3 – 5 detailed discussion questions that indicate the approach you would take if leading this module. (approx. 200 - 250 words)
- A list of supplementary readings for further research.

This assignment will be approximately 750 words in length, or approximately 2 pages.

NOTE: you are expected to complete either assignment A or assignment B and not both (value 15%).

Additional information about the class:

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.
- There is no final examination in this course.
- Assignments are to be submitted through D2L.
- Assignment due-dates and times (when applicable) are provided on this outline. Extensions must be negotiated with me before the due date; all late work (i.e. work handed in late without an extension) will be penalized one letter grade and will receive reduced written comments. Late work will not be accepted later than one week past the deadline (original or extended) without documented medical reasons.

CONDUCT:

Respect in the classroom and appropriate conduct: The classroom is intended to be a place for lively, engaged discussion, where students interact with each other in a respectful and attentive manner. All members of the university community—that is, students, employees, and academic staff—are expected to demonstrate behaviour in class that promotes and maintains a positive learning environment, and to demonstrate conduct that is consistent with the U Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Intellectual Property: Classroom activities are subject to copyright and may not be recorded by any means without written agreement.

Use of Internet, electronic communication devices, and social media platforms during class: we require electronic and computer technology as part of our online learning environment. However, students are expected to make use of that technology in a manner appropriate to the course and classroom activities. Students are expected to carry out communication related to the class only on approved media platforms, and are expected to communicate with each other respectfully and collegially. Please see above for information about conduct expectations. Students are responsible for being aware of the University's internet and email use policy, which can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct above). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The 'Chat' function in Zoom will be used only for group communication. Private chat during the class zoom sessions will be disabled.

Grading system

In this course, work that receives a letter grade will be converted to the **University of Calgary's four-point Undergraduate Grading System** using the following scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

Notes: According to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades. Also, although the A+ is solely an honorific that entails no additional points in the four-point system, I will occasionally use this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Students do not need to complete every assignment in order to pass this course.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university.

“Plagiarism” occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student’s own. Work may include algorithms, code, composition, data, methods, design, formulae, images, indigenous oral teachings, art and ceremonies, organization of ideas, and scientific and mathematical concepts.

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. **Students should verify any hard copies against this posted version.** For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyd@ucalgary.ca.

Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

Follow the Department of English on Facebook & Twitter:

**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <https://www.ucalgary.ca/pubs/calendar/current/welcome.html>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email adveng@ucalgary.ca. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Student Accommodations:

ACADEMIC ACCOMMODATIONS

The student accommodation policy can be found at:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at <https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

***RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

***INSTRUCTOR'S INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

***FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

***COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

***OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference – please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
 - a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
 - b) parts of the work are taken from another source without reference to the original author,
 - c) the whole work (e.g., an essay) is copied from another source, and/or,

- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.