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ENGL 4381.001

Spring Semester 2017

*The Environment Before Environmentalism: Engaging Nature through Medieval Texts*

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**Instructor:** Jacqueline Fay

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[www.jacquelinefay.com](http://www.jacquelinefay.com)

**Office Hours:** TR 9.00-10.45 a.m. at the UTA Bookstore Starbucks

**Time and Place of Class Meetings:** TR 12.30-1.50 p.m

PH 202

**Description of Course Content:** The modern environmentalist movement emerged in response to fears about the potentially apocalyptic effect of industrial practices on soil, air, water, plants, and animals. Environmentalism did not only habituate us to recycling or re-use, but also ushered in a new vocabulary and an ethical mode of conceptualizing the interactions of humanity and nature—for example, eco-system, sustainability, and green, among other terms. The “environment” would thus seem to be a modern phenomenon, comprised of the interaction of climatological and chemical factors and those discourses that represent and govern these factors. This raises the question--did the environment exist before the twentieth-century? And if so, in what way? What were the predominant analogous terms to refer to the pre-environment? And, most importantly, can we learn anything from the pre-environment that can help us approach our own environmental issues with fresh eyes?

**Student Learning Outcomes:**

* Students will read widely in a number of medieval genres and modes, including hagiography, poetry, history, and treatises
* Students will both define and understand the historical development of key terms such as "environment," "Nature," "ecology," etc.
* Students will make dynamic, cross-temporal connections between past and present environmental phenomena
* Students will interrogate the distinction between "humanity" and "nature"
* Students will gain experience in completing independent research and writing papers
* Students will gain experience in taking exams
* Students will gain experience in giving oral presentations

**Required Textbooks and Other Course Materials:**

*--Physiologus: A Medieval Book of Nature Lore*, translated by Michael J. Curley. Chicago: U of Chicago P, 1979.

*--The Exeter Book Riddles*, trans. Kevin Crossley-Holland. London: Enitharmon Press, 2008.

--All other materials will be posted to blackboard under COURSE MATERIALS

**Descriptions and grading of major assignments and examinations:**

Exam 1 15%

Exam 2 15%

Exam 3 15%

Medieval lyric translation project 15%

My animal/vegetable/object project

 Project description email P/F

 Research paper 17%

 Group in-class presentation and reflection paper 10%

8 *Instigator* reading responses (300 words each) 8%

Attendance and participation 5%

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance every day. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Expectations for Out-of-Class Study**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](jmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

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**INTRODUCTION**

**Week 1**

**Tuesday January 17th**

Introduction to course and requirements

*Going Nutting*: the Nature of male poets ("Going Nutting" by William Wordsworth and "The Mower" by Philip Larkin).

**Thursday January 19th**

---Jean Gimpel. “Environment and Pollution,” from *The Medieval Machine*. New York: Penguin Books,

1976, 1976. 75-92.

--Robert Fossier. “Nature,” from *The Axe and the Oath*. trans. Lydia G. Cochrane. Princeton, NJ:

Princeton University Press, 2010. 145-154.

--Lynn White Jr. “The Historical Roots of Our Ecological Crisis,” *Science* New Series, 155: 3787 (Mar.

10, 1967). 1203-1207.

--Betsy S. Hilbert. “Beyond ‘Thou Shalt Not’: An Ecocritic Reads Deuteronomy,” in *Beyond Nature*

*Writing: expanding the boundaries of ecocriticism*. ed. Karla Armbruster and Kathleen R. Wallace.

Charlottesville: University Press of Virginia, 2001. 29-40.

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**Week 2**

**Tuesday January 24th**

Meet at 1 p.m. at the Dallas Museum of Art for a tour of special exhibit on Art and Nature in the Middle Ages.

**Thursday January 26th**

Class cancelled

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**ANIMAL**

**Week 3**

**Tuesday January 31st**

--Jeffrey Jerome Cohen. “Inventing with Animals in the Middle Ages,” in *Engaging with Nature; essays on*

*the natural world in medieval and early modern Europe*. ed. Barbara A. Hanawalt and Lisa J. Kiser.

Notre-Dame, IN: University of Notre-Dame Press, 2008. 39-62.

--Cary Wolfe. “Learning from Temple Grandin: Animal Studies, Disability Studies and Who Comes

After the Subject,” from *What is Posthumanism?.* Minneapolis, University of Minnesota Press,

2010. 127-142.

**Thursday February 2nd**

*--Physiologus: A Medieval Book of Nature Lore*, translated by Michael J. Curley. Chicago: U of Chicago P, 1979.

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**Week 4**

**Tuesday February 7th**

*--The Marvels of the East*

*--*Karl Steel. “Cynocephali: How a Dog Becomes Human,” from *How to Make a Human; Animals and Violence in the Middle Ages*. Columbus, OH: The Ohio State University, 2011. 136-150.

**Thursday February 9th**

--Albertus Magnus. “Of the Virtues of Certain Beasts,” from *The Book of Secrets of Albertus Magnus.*

Boston, MA: Weiser Books, 1973. 50-61.

--Michael Camille. “Bestiary of Biology? Aristotle’s Animals in Oxford, Merton College, MS271,” in

*Aristotle's Animals in the Middle Ages and Renaissance.* ed. Carlos Steel, Guy Guldentops, Pieter

Beullens. Leuven: Leuven University Press, 1999. 255-296.

--Investigate http://bestiary.ca/

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**Week 5**

**Tuesday February 14th**

--Chaucer, *Parliament of Fowls* at http://ummutility.umm.maine.edu/necastro/chaucer/translation/pf/pf.html

--Lisa Kiser, "Chaucer and the Politics of Nature," in *Beyond Nature Writing: expanding the boundaries of ecocriticism*. ed. Karla Armbruster and Kathleen R. Wallace.Charlottesville: University Press of Virginia, 2001. 41-56.

**Thursday February 16th**

--Chaucer, the *Nun's Priest's Tale* from *The Canterbury Tales* at <http://ummutility.umm.maine.edu/necastro/chaucer/translation/ct/21npt.html>

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**Week 6**

**Tuesday February 21st**

*--Old English Life of Saint Cuthbert*

--Extracts from *Life of Saint Antony*

--Extracts from *Life of Saint Francis of Assisi*

*--Old English Life of Saint Mary of Egypt*

**Thursday February 23rd**

*--Bisclavret* at http://www.english.ufl.edu/exemplaria/marie/bisclavret.pdf

--Eduardo Kohn, "Introduction" from *How Forests Think: Toward an Anthropology beyond the Human*. Berkeley: University of California Press, 2013. 1-25.

--Jeffrey Jerome Cohen. “The Werewolf’s Indifference.” *Studies in the Age of Chaucer* 34 (2012): 351-356.

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**Week 7**

**Tuesday February 28th**

--*Sir Gowther* at *http://d.lib.rochester.edu/teams/text/laskaya-and-salisbury-middle-english-breton-lays-sir-gowther*

**Thursday March 2nd**

EXAM 1

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**VEGETABLE**

**Week 8**

**Tuesday March 7th**

--Matthew Hall, "A Philosophical Botany," "Passive Plants in Christian Traditions," from *Plants as Persons: A Philosophical Botany*. Albany: SUNY Press, 2011. 1-15, 55-71

--Daniel Chamovitz, from *What a Plant Knows: A field guide to the senses*. New York: Farrar, Strauss and Giroux, 2012. 3-26, 91-141.

**Thursday March 9th**

*--The Dream of the Rood* at http://apocalyptic-theories.com/literature/dor/medora1.html

--Jennifer Neville, ‘Leaves of Glass: Plant Life in Old English Poetry’, in *From Earth to Art: The Many Aspects of the Plant-World in Anglo-Saxon England: Proceedings of the First ASPNS Symposium, University of Glasgow, 5-7 April 2000*, ed. by Carole Biggam. Amsterdam and Atlanta: Rodopi, 2003. 281-294.

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**Week 9**

SPRING BREAK

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**Week 10**

**Tuesday March 21st**

--Robert Fossier. “The Trees and the Forest,” from *The Axe and the Oath*. trans. Lydia G. Cochrane. Princeton, NJ: Princeton University Press, 2010. 175-185.

My animal/vegetable/object project due

--Della Hooke. “Christianity and the Sacred Tree,” from *Trees in Anglo-Saxon England*. Woodbridge, Suffolk, The Boydell Press, 2010. 21-51.

**Thursday March 23rd**

Writing Workshop

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**Week 11**

**Tuesday March 28th**

--Selection of herbal remedies

--Karen Jolly article

-- Werner Telesko. “The Natural World and Medicine in the Middle Ages,” from *The Wisdom of Nature: the healing powers and symbolism of plants and animals in the Middle Ages*. Munich: Prestel, 2003. 7-23.

**Thursday March 30th**

EXAM 2

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**OBJECT**

**Week 12**

**Tuesday April 4th**

*--The Exeter Book Riddles*, trans. Kevin Crossley-Holland. London: Enitharmon Press, 2008.

--Jane Bennett. Chapter 1: “The Force of Things,” from *Vibrant Matter; a political ecology of things.* Durham: Duke University Press, 2010. 1-19.

**Thursday April 6th**

Writing workshop

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**Week 13**

**Tuesday April 11th**

--Nicholas Howe. “Two Landscapes, Two Stories: Anglo-Saxon England and the United States,” in *Natures Past: the environment and human history*, ed. Paolo Squatriti. Ann Arbor, MI: The University of Michigan Press, 2007. 214-239.

--Jane Bennett. Chapter 2: “The Agency of Assemblages,” from *Vibrant Matter; a political ecology of things.*

Durham: Duke University Press, 2010. 20-38.

**Thursday April 13th**

--Gillian Rudd. “Earth,” from *Greenery: ecocritical readings of late medieval English literature*. Manchester: Manchester University Press, 2007. 21-45.

--Selection of medieval lyrics Medieval Lyric translation paper due

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**Week 14**

**Tuesday April 18th**

--Selections from Bede's Life of Oswald from the *Ecclesiastical History of the English People*

--Michael Marder, "Dusting" and "A Phenomenology of Dust," from *Dust*. New York: Bloomsbury, 2016. 1-34.

--Sera L. Young, selections from *Craving Earth: Understanding Pica, the Urge to Eat Clay, Starch, Ice, and Chalk*. New York: Columbia University Press, 2011. Preface, 3-31, 46-57.

**Thursday April 20th**

(cont.)

--Selections from Bede's Life of Oswald from the *Ecclesiastical History of the English People*

--Michael Marder, "Dusting" and "A Phenomenology of Dust," from *Dust*. New York: Bloomsbury, 2016. 1-34.

--Sera L. Young, selections from *Craving Earth: Understanding Pica, the Urge to Eat Clay, Starch, Ice, and Chalk*. New York: Columbia University Press, 2011. Preface, 3-31, 46-57.

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**Week 15**

**Tuesday April 25th**

--Albertus Magnus. “Of the Virtues of Stones,” from *The Book of Secrets of Albertus Magnus*. Boston, MA: Weiser Books, 1973. 25-49.

--Debra Hassig. “Burning Love: The Fire Rocks,” from *Medieval Bestiaries: text, image, ideology*. Cambridge: Cambridge University Press, 1995. 116-128.

--Jeffrey Jerome Cohen. “Stories of Stone.” *postmedieval* 1: 1/2 (2010): 56-63.

**Thursday April 27th**

(cont.)

--Albertus Magnus. “Of the Virtues of Stones,” from *The Book of Secrets of Albertus Magnus*. Boston, MA: Weiser Books, 1973. 25-49.

--Debra Hassig. “Burning Love: The Fire Rocks,” from *Medieval Bestiaries: text, image, ideology*. Cambridge: Cambridge University Press, 1995. 116-128.

--Jeffrey Jerome Cohen. “Stories of Stone.” *postmedieval* 1: 1/2 (2010): 56-63.

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**Week 16**

**Tuesday May 2nd**

Presentations

**Thursday May 4th**

Presentations

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**Thursday May 11th 11.30 am-1.30 pm**

EXAM 3