

Spring 2019 ♦ ENGL 680 (#47905)
TH 4:00-6:30 ♦ HUM 324

Dr. Obermeier

The English Arthur and Empire

Office Hours: M and T 10:00-12:00 and by Appointment in HUM 227

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Templar Globe (c) 2007 - <http://templars.wordpress.com> - omthu@mail.com - King Arthur

Required Texts

Alliterative Morte Arthure. Ed. Larry D. Benson. Rev. Edward E. Foster. TEAMS, 1994.

Layamon's Arthur: The Arthurian Section of Layamon's Brut. Ed. and trans. W. R. J. Barron and S. C. Weinberg. U of Exeter P, 2001. (LA)

Malory, Sir Thomas. *Le Morte Darthur*. Ed. Stephen A. H. Shepherd. Norton, 2004. (LMD)

Obermeier, Anita, and Gregory Castle. *Guide to Style*. 2018. On class webpage.

Stanzaic Morte Arthur. Ed. Larry D. Benson. Rev. Edward E. Foster. TEAMS, 1994.

Class webpage: <https://www.anitaobermeier.com/engl680arthurandempire>

Course Requirements

Oral Presentation of Two Essays	10%	Review of a Scholarly Book	15%
Presentation on an Arthurian Work	10%	Literature Review	10%
Abstract & Conference Presentation	5%	25-page Research Paper	30%
Active Class Participation	20%		

Grading is done on a standard 0-100 scale. For grading rubrics and scale, see class webpage.

Tentative Syllabus

Texts are to be read for the day indicated.

Week 1

- TH 1.17 **Introduction to the course:** The Arthur of the English: “Primary Texts.”
Anglo-Latin Originator: Geoffrey of Monmouth, *History of the Kings of Britain* (LA xx-xxx); pdf of “Arthurian Section.”
Optional: <https://d.lib.rochester.edu/camelot/creator/geoffrey>
Anglo-Norman Imitator: Wace, *Roman de Brut* (LA xxxi-vi).
Optional: Thompson, “Authors and Audiences.”
Flood, “Arthur’s Return from Avalon: Geoffrey of Monmouth and the Development of the Legend.”

Week 2

- TH 1.24 **Arthur the Defender: Layamon**, x-xx, xxxvi-xlvi, 1-85.
Faletra, “Once and Future Britons: The Welsh in Lawman’s *Brut*.”
Rider, “Fictional Margin: The Merlin of the *Brut*.”
Sheppard, “Love Rewritten: Authorizing History in the Prologue to Layamon’s *Brut*.”
F 1.25 **Last day to ADD sections and CHANGE credit hours and Grade Mode on LoboWEB.**

Week 3

- TH 1.31 **Arthur the Conqueror: Layamon**, xlvi-lxv, 86-175.
Finke and Shichtman, “The Mont St. Michel Giant: Sexual Violence and Imperialism in the Chronicles of Wace and Layamon.”
Sarah: Kleinman, “Constructing Ethnic and Regional Identities in Layamon’s *Brut*.”
Ryan M.: Park, “Arthur and the Giant of Mont St. Michel in Layamon’s *Brut*.”
Visit from Dr. Townsend’s ENGL 610 class.
F 2.1 **Last day to drop course without a “W”.**

Week 4

- TH 2.7 **Arthur’s Roman Campaign and Domestic Defeat: Layamon**, lxv-lxxi, 176-255.
Prose Brut Chronicle: Excerpts.
Burek, “‘Ure Bruttisce speche’: Language, Culture, and Conquest in Layamon’s *Brut*.”
Drukker, “King, Crusader, Knight: The Composite Arthur of the ME *Prose Brut*.”
McKee and Pirzadeh, “Arthurian Eco-Conquest in Monmouth, Wace, and Layamon.”
Weinberg, “Victor and Victim: a View of the Anglo-Saxon Past in Layamon’s *Brut*.”

Week 5

TH 2.14 *Alliterative Morte Arthure*, ll. 1-1395 (131-74).

Nick: Bartlett, "Arthur's Dinner, or Robert Thornton Goes Shopping."

Lukus: Beal, "Arthur as the Bearer of Civilization."

Ryan M.: DeMarco, "An Arthur for the Ricardian Age: Crown, Nobility, and the Alliterative 'Morte Arthure'."

Book Review Instructions.

Week 6

TH 2.21 *Alliterative Morte Arthure*, ll. 1396-3455 (174-235).

Chism, "Friendly Fire: The Disastrous Politics of Friendship in the Alliterative *Morte Arthure*."

Diamond, "Heroic Subjects: Women and the *Alliterative Morte Arthure*."

Jessie: Mueller, "The Historiography of the Dragon: Heraldic Violence in the *Alliterative Morte Arthure*."

Week 7

TH 2.28 *Alliterative Morte Arthure*, ll. 3456-end (235-61).

Stefan: Adler, "Arthur, Mordred, and Tragedy in the *Alliterative Morte Arthure*."

Armstrong, "Rewriting the Chronicle Tradition: The Alliterative *Morte Arthure* and Arthur's Sword of Peace."

Jessie: Bruso, "The Sword and the Scepter: Mordred, Arthur, and the Dual Roles of Kingship."

Sarah: J. R. R. Tolkien's *The Fall of Arthur*.

Week 8

TH 3.7 *Stanzaic Morte Arthur*, ll. 1-1599 (11-55).

Nick: Kennedy, "The *Stanzaic Morte Arthur*: Adaptation of a French Romance for an English Audience."

Lukus: Knepper, "A Bad Girl Will Love You to Death: Excessive Love in the *Stanzaic Morte Arthur* and Malory."

Sarah: Sutherland, "Rhyming Patterns and Structures of Meaning in the *SMA*."

Literature Review Instructions.

TH 3.11-15 **Spring Break**

Week 10

TH 3.21 *Stanzaic Morte Arthur*, ll. 1600-3199 (55-100).

Marybeth: Johnson, "Black Waters, Dragons, and Fiends: Arthur's Dream in the *SMA*."

Rayner, "Lost in the Woods: Grey Areas in Malory and the *Stanzaic Morte*."

Tolhurst and Whetter, "Standing up for the Stanzaic-poet: Artistry, Characterization, and Narration in the *Stanzaic Morte Arthur* and Malory's *Morte Darthur*."

Abstract Writing Instructions.

SA 3.23 **Book Reviews Due.** Email submission in .doc or .docx format.

Week 11

W 3.27 Visit the ENGL 610 class from 4:00 to 5:15 in HUM 324.

TH 3.28 **Stanzaic *Morte Arthur***, ll. 3200-end (100-23).

The Tale of Arthur: Malory, *Le Morte Darthur* 3-40.

Caxton's Preface.

Marybeth: Hildebrand, "Open Manslaughter and Bold Bawdry: Male Sexuality as a Cause of Disruption in Malory's *Morte Darthur*."

Kennedy, "Malory, the Stanzaic *Morte Arthur*, the *Alliterative Morte Arthure*, and Chaucer."

Ryan W.: Lexton, "Kingship in Malory's *Morte Darthur*."

Week 12

TH 4.4 **The Tale of Arthur cont.:** Malory, *Le Morte Darthur* 62-96.

Prof. Timothy Graham: Presentation on the Winchester Manuscript.

The Chronicle of John Hardyng (LMD 719).

Batt, "Malory and Rape" (LMD 797-814).

Stefan: Kaufman, "The Law of the Lake: Malory's Sovereign Lady."

Ryan W.: Taylor, "The Body of Law: Embodied Justice in Sir Thomas Malory's *Morte Darthur*."

Week 13

W 4.10 **Literature Review Due.** Email submission in .doc or .docx format.

TH 4.11 **Lancelot and Guinevere:** Malory, *Le Morte Darthur* 588-645.

Kissick, "Mirroring Masculinities: Transformative Female Corpses in Malory's *Le Morte Darthur*."

McClune, "Malory, the Orkneys, and the Sinclairs."

Sam: Muckerheide, "The English Law of Treason in Malory's *Le Morte Darthur*."

Lukas: "Lancelot of the Laik."

Ryan M.: "Joseph of Arimathie."

F 4.12 **Last Day to DROP without Dean's Permission on LoboWeb.**

Week 14

M 4.15 **Conference Paper Abstracts Due.** Email submission in .doc or .docx format.

TH 4.18 **Conference Paper Presentations, Part I:**

Peer Review and Publishable Essay Writing Instructions.

Ryan W.: Nennius' *Historia Brittonum*.

Sam: "Arthur in the Conception of Saint Cadoc in Llancarfan's Biography."

Week 15

TH 4.25 **Conference Paper Presentations, Part II:**

Marybeth: *Prophecy of Merlin* by Anne Bannerman

Jessie: *The Awntyrs off Arthure at the Terne Wathelyne*.

SA 4.27 **Raclette Lunch and Screening of Arthurian Movies.**

Week 16

TH 5.2 **Eponymous:** Malory, *Le Morte Darthur* 646-98.

Sam: Blanton, “Guinevere’s Asceticism and Penance in Malory’s *Le Morte Darthur*.”
Hodges, “Why Malory’s Lancelot Is Not French: Region, Nation, and Political Identity.”

Morris, “‘Here Is My Glove’: Introductory Oath-taking and Trial by Combat in *Le Morte Darthur*.”

Nick: Mary Stewarts *Merlin* Trilogy.

Week 16

SA 5.11 **Papers due at Midnight.** Email submission in .doc or .docx format.

Course Objectives

For many, King Arthur is the quintessential medieval British hero. This notion belies the fact that Arthur is a Celtic hero who had his genesis in a Latin chronicle and his major development in French romances. This seminar is going to examine the premier Middle English Arthurian works that feature a primarily English Arthur: the Arthur section of Layamon’s *Brut* and the *Alliterative Morte Arthure*. In contrast to those, we will also examine the *Stanzaic Morte Arthur* and parts of Malory’s *Morte Darthur* as well as smaller pieces. We will explore thematic, historical, nationalistic, as well as poetic concerns, as several works belong to the alliterative tradition, to demonstrate how medieval English authors over a three hundred-year period utilize the Arthurian myths to express their developing sense of Englishness.

Learning Outcomes

At end of the course, students should be able:

- to show an in-depth understanding of the English Arthurian tradition
- to demonstrate knowledge of the intertextual connections of the Arthurian tradition
- to evidence knowledge of medieval historical contexts
- to identify, analyze, and synthesize the acquired knowledge and skills in discourses appropriate for the profession
- to come up with original research questions and execute them according to the principles above
- to conduct research using appropriate methods and tools for Medieval Studies
- to demonstrate competency in writing analytical reviews and research papers

Course Policies

1. Oral Report: Each of you will select **two** essays from the syllabus and prepare a 15-minute critical analysis of it to deliver in class. This means you should present on the content of the essay but also evaluate the effectiveness of the argument and structure. The rest of the class will have read the piece, so you should be prepared for discussion of your analysis. Let me know by **1.25.2019** via email.

2. Review of a Scholarly Book: A review of a scholarly book, taken from the list below, or a work you have discovered in the course of your research. This can be either a monograph or a collection of essays (in which case you review the whole collection). You will write a 750-1000-word review. This assignment has two purposes: i) to give you practice in one of the requirements of the

academic profession, and ii) to share with your classmates some of your research discoveries, and perhaps alert them to something they might also find useful. We will put the reviews on the website. Your review should identify the theoretical approach of the author (or authors), outline the main arguments and point out the strengths and weaknesses of the work(s). You could use the reviews in *Speculum*, or another academic journal, as a model, such as *The Medieval Review* (online) <https://scholarworks.iu.edu/journals/index.php/tmr>. We will workshop this on **2.14.2019**. Let me know your choices by **3.1.2019**. The reviews are due on **3.18.2019**.

Here are some suggestions:

Ryan W.: Berard, Christopher Michael. *Arthurianism in Early Plantagenet England from Henry II to Edward I*. Boydell P, 2019. [on order]

Marybeth: Brandsma, Frank, Carolyne Larrington, Corinne Saunders, eds. *Emotions in Medieval Arthurian Literature: Body, Mind, Voice*. Brewer; 2015.

Stefan: Dixon, Jeffrey John. *The Glory of Arthur: The Legendary King in Epic Poems of Layamon, Spenser and Blake*. Jefferson, NC, 2014.

Lukus: Hanks, D. Thomas, Jr. and Jesmok, Janet, eds. *Malory and Christianity: Essays on Sir Thomas Malory's Morte Darthur*. Medieval Institute Press, Western Michigan University, 2013.

Nick: Huot, Sylvia. *Outsiders: The Humanity and Inhumanity of Giants in Medieval French Prose Romance*. University of Notre Dame Press, 2016. PQ221 .H86 2016 and eBook.

Sam: Marvin, Julia. *The Construction of Vernacular History in the Anglo-Norman Prose Brut Chronicle*. York Medieval Press, 2017.

Melrose, Robin. *Religion in Britain from the Megaliths to Arthur: An Archaeological and Mythological Exploration*. McFarland, 2016. BL980.G7 M45 2016

Rajsic, Jaclyn, Erik Kooper, and Dominique Hoche, eds. *The Prose 'Brut' and Other Late Medieval Chronicles. Books Have Their Histories: Essays in Honour of Lister M. Matheson*. Manuscript Culture in the British Isles. York Medieval Press, 2016.[on order]

Rosamund Allen, Jane Roberts, and Carole Weinberg, eds. *Reading Layamon's Brut: Approaches and Explorations*. Brill, Rodopi 2013. eBook available through Libros. Book is large and could be split up for review.

Ryan M. Rovang, Paul R. *Malory's Anatomy of Chivalry: Characterization in the Morte Darthur*. Fairleigh Dickinson UP; 2014.

Sire, Paul. *King Arthur's European Realm: New Evidence from Monmouth's Primary Sources*. McFarland, 2014.

Sarah: Ulijot, Jonathan. *The Medieval Presence in Modernist Literature: The Quest to Fail*. Cambridge UP, 2016. [on order]

Whetter, K.S. *The Manuscript and Meaning of Malory's Morte Darthur: Rubrication, Commemoration, Memorialization*. Arthurian Studies LXXXIV. D.S. Brewer, 2017.

Whitman, Jon, ed. *Romance and History: Imagining Time from the Medieval to the Early Modern Period*. Cambridge UP; 2015.

3. Presentation of an Arthurian Work: In order to capitalize on the intertextual quality of Arthurian literature, you should pick an Arthurian work, either medieval or post-medieval, that is not on the syllabus and that you are interested in and in a 15-minute presentation introduce the work to us. If possible, relate it to material, themes, and characters on the syllabus. A one-page handout with major descriptors and/or connections might be helpful. We will schedule these presentations throughout the term, so please give your choices to me by **2.1.2019**. For inspiration, consult the Camelot Project <https://d.lib.rochester.edu/camelot/authors> and/or the list of works we went through in class (see Week 1).

4. Literature Review: You need to write a literature review on the topic of your research paper about 6-8 pages double-spaced (a minimum of 10 sources). Your literature review should be a step in the process to your final paper and thus should be turned in by **4.8.2019**.

Definition of a Literature Review: A literature review is an account of what has been published on a topic by accredited scholars and researchers. Occasionally, you will be asked to write one as a separate assignment, but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas:

information seeking: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books

critical appraisal: the ability to apply principles of analysis to identify unbiased and valid studies.

See these links for instructions Literature Reviews and how to write them:

<http://advice.writing.utoronto.ca/types-of-writing/literature-review/>

<http://www.deakin.edu.au/library/learn/literature-review>

5. Abstract and Conference Paper: We will schedule everyone taking the class for credit for a presentation of his/her research paper of 15-minute length. By **4.15.2019**, you produce an abstract of your paper, as you would need to for a regular conference. We will workshop this on **3.21.2019**.

6. Research Paper: The paper writing in a seminar should mirror the process of writing an essay to submit for publication. Hence, you will write one major research paper in several stages. After deciding on a topic, your first task is the already described literature review. Your second step would be to write an abstract of your conference paper (see below). We will also do peer review of your papers. Each student will peer review two papers each. We will discuss the instruction on **4.18.2019**. Your third step is to revise the paper and hand in a final version, as if you were submitting it for publication. The paper should be ca. 25 pages long and conform to the *Guide to Style* and/or the *MLA Manual of Style* or *Chicago Manual of Style* guidelines. All work must be submitted on the due date, typed, and double-spaced. Final version due **5.11.2019**.

7. Attendance is mandatory. Since your progress in the course will depend a great deal on what we discuss in class, I expect class attendance and participation (actual contributions to the class discussion). I will pass out attendance sheets, and it is your responsibility to sign the sheets. So if the sheet passed you by, come up to the desk and sign at the end of class. Half of your participation grade is based on attendance. Every missed class will drop your participation grade 5 points. **Note:** While you are welcome to check with me on what you have missed, I do not “reteach” class periods you missed during my office hours or over email. Please consult with your fellow students for notes.

8. Pertinent Websites: All materials will be available from the website.

9. Plagiarism: Don’t do it! For clarification, see statements **#102-7** in *Guide to Style*.

10. Letters of Recommendation: I receive many requests for letters of recommendations for graduate school admission, job applications, scholarships, etc. I am happy to write these when asked but have two requests: 1) Your work needs to be on a level that I can recommend; 2) You need to keep the work you do in this class so I can reference specifics when needed.

11. The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

12. Accommodation Statement: Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

13. Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our

students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

14. Cell Phones: No cell phone use or texting in this class. Turn your phones off.