

**ENGL 6301**  
**Seminar in Medieval English Literature:**  
**Medieval and Early Tudor Drama**



**Summer I**  
**MTWTF 8:00-9:30**  
**Irby 304**

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**Required Text:**

- *The Broadview Anthology of Medieval Drama*. Ed. Christina M. Fitzgerald and John T. Sebastian. Toronto: Broadview Press, 2013.
- <http://sites.broadviewpress.com/medievaldrama/> is the web site provided by the publisher. A passcode should appear on your book.

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**Useful Links:**

Click here for a site on Medieval English cities: <http://the-orb.net/encyclo/culture/towns/towns.html>

This site will link you to a number of web sites on Medieval Drama, including some articles:

<http://www.the-camerino-players.com/medievaldrama/>

This site gives you information about the cultural contexts of the York Biblical Plays, much of which is applicable to the other medieval English biblical plays:

<http://jerz.setonhill.edu/resources/PSim/yorkintro.html>

This site gives you complete texts of most medieval English plays:

<http://machias.edu/faculty/necastro/drama/index.html>

[Luminarium](#) contains a number of online medieval texts.

Georgetown University's [Labyrinth](#) has a number of resources for medieval studies.

The [Harvard](#) Chaucer site contains material on Chaucer's times and his contemporaries.

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### **Course Description:**

The graduate catalogue lists "6301: SEMINAR IN MEDIEVAL ENGLISH LITERATURE" as "Concentrated study of a special topic in English medieval literature." Specifically, this course is a study of the development of drama in England from the later Middle Ages into the Early Modern Period. We will also be reading excerpts from Geoffrey Chaucer, William Langland, Julian of Norwich, and Margery Kempe to give some context to the plays we are reading.

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### **Course Objectives:**

- Students will become familiar with the variety of dramatic genres produced in England during the late Middle Ages and early Tudor period.
  - Students will understand the historical, social and aesthetic context of medieval and early Tudor drama.
  - Students will be able to read with understanding the late Middle English represented in these texts.
  - Students will consider questions of text and performance in medieval and early Tudor drama.
  - Students will recognize the influence of late medieval and early modern dramatic texts on subsequent generations of English playwrights.
  - Students will become aware of new critical approaches and interpretations that have opened up the richness and complexity of medieval drama in recent years.
  - Students will learn how to write closely reasoned analyses of texts using graduate-level research.
  - Students will produce a seminar paper suitable for presentation before a group of their scholarly peers.
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### **Weekly Timetable:**

#### **Week 1:**

- June 3 (Monday): Introduction—Forms of medieval drama. Consider *Quem Quaeritis* trope (pp. 21-22)

- June 4 (Tuesday): Imitations of Terence: *Abraham* (Hrosvitha of Gandersheim) and *Babio* (pp. 1-20).

### ***Biblical Plays***

- June 5 (Wednesday): Towneley *Creation* (pp. 140-145).
- June 6 (Thursday): Chester *Adam and Eve* (pp. 206-218)
- June 7 (Friday): Chester *Play of Noah's Flood* (pp. 219-229). Read also Chaucer's *Miller's Tale*.

### **Week 2:**

- June 10 (Monday): York *Play of the Shepherds* and Towneley *Second Shepherd's Play* (pp. 93-96 and 158-174)
- June 11 (Tuesday): N-Town *The Nativity* and York *The Nativity* (pp. 245, 275-282, and 89-92)
- June 12 (Wednesday): York *Slaughter of the Innocents* and Towneley *Herod the Great* (pp. 97-102 and 175-186)
- June 13 (Thursday): York *The Crucifixion* and Cornish *The Crucifixion* (pp. 103-110, 283-284, and 289-296)
- June 14 (Friday): York *Harrowing of Hell* (pp. 111-118). Read also Langland, passus 18.

### **Week 3:**

- June 17 (Monday): York *Resurrection* (pp. 119-128)
- June 18 (Tuesday): Chester *Play of the Antichrist* (online)
- June 19 (Wednesday): York *Last Judgment* and Towneley *Judgment* (p. 129-136 and 187-205). Read also Julian of Norwich, chapters 27, 32, 36, 40, 45.
- June 20 (Thursday). N-Town *Mary Play* (pp. 246-274). Focus on "Joachim and Anne" (pp. 246-251) and "the Marriage of Mary and Joseph" (pp. 258-265). Read also Margery Kempe, chapters 6-8.
- June 21 (Friday): The Croxton *Play of the Sacrament* (pp. 335-355).
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### **Week 4:**

#### ***Disguising and Mumming***

- June 24 (Monday): John Lydgate *A Disguising at Hertford Castle and Mumming at Eltham* (pp. 309-315 and 322-323)

#### ***Morality Plays***

- June 25 (Tuesday): *Mankind* (pp. 356-377)
- June 26 (Wednesday): *Everyman* (pp. 378-391).

### *Interludes*

- June 27 (Thursday): John Heywood, *The Play of the Weather* (449-476)
- June 28 (Friday): John Redford, *The Play of Wit and Science* (pp. 477-495)

### **Week 5:**

#### *Early Tudor Comedy*

- July 1 (Monday): *Gammer Gurton's Needle* (pp. 496-540). Read Acts 1-3 for today.
- July 2 (Tuesday): Finish *Gammer Gurton's Needle* (Acts 4-5); begin Nicholas Udall, *Ralph Roister Doister* (online). Read Acts 1-2 for today.
- July 3 (Wednesday): Finish *Ralph Roister Doister*. Read Acts 3-5.
- July 4 (Thursday): NO CLASS—INDEPENDENCE DAY

July 5 (Friday): **FINAL EXAM PERIOD. No class scheduled. Work on your major RESEARCH PAPER. This can be turned in on Friday, or on Monday July 8 by 10:00 A.M.**

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### **Course Requirements:**

- This course is a graduate seminar. This means that the main goal is a collaborative exchange of ideas among informed students at an advanced level of aptitude. Thus class participation is vital. You are expected to be in class each day, and to have read the assignment.
- Keep a READING JOURNAL in which you comment on, question, and otherwise respond to the readings for each day. Post this journal entry on the Blackboard “Blog” each day before class. You should take a few minutes and read one another’s blog entries. These will presumably set the tone for class discussion for the day.
- Students will rotate NOTE-TAKING ASSIGNMENTS. Though you are welcome to take notes of your own, students will be assigned to take detailed notes each day on a rotating basis and to post those notes on the Blackboard Bulletin Board before class on the day following the class for which the notes were composed.
- Each student will be responsible for leading class discussion (for “teaching” the class, basically) **twice** during the summer session. Use your intellect, imagination, creativity and anything else you’ve got to make the class as effective as you can.
  - At least one of these “teaching” sessions should involve the class “acting out” a scene from the text under discussion for the day, and you can “stage” the scene in any way you like.
  - One of these sessions should involve your sharing a summary and ideas from a scholarly article that you have looked at concerning the play you are dealing with.
- You should write one 4-5 page paper on one of the texts you teach, in which you provide an explication or very close reading of a portion of the text. You might use the article you brought up during the discussion as a starting point for this paper, and/or use other scholarly sources, but the paper must focus on a specific part of the text and look at it closely.

- You should write a final research paper, of 10-12 pages using at least six scholarly sources on one of the texts or authors we read for class. Add something new or original to the scholarly conversation, so that this paper might be shared at a conference during the coming academic year.

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### **Grades and Other Policies:**

Final grades in the course will be based on a point system, with a 1000 total possible points. A running total of points will be available on the Blackboard site for the course online. The following list equates total points with letter grades:

- 900-1000 pts.=A
- 800-899 pts.=B
- 700-799 pts.=C
- 600-699 pts.=D
- 0-599 pts.=F

Relative value of assignments:

- Class contributions: 150 points
  - Reading Journal: 150 points
  - Note-taking: 100 points
  - Leading class discussion: 200 points (100 for each session)
  - Explication paper: 150 points.
  - Final Paper: 250 points.
- ***Attendance and drop policy:*** As the above makes clear, regular attendance is important for you to do well in this course. Any student with more than three consecutive absences, or six total absences for the semester, will be asked to drop the course or will be dropped with a WF grade.
  - ***Late assignments*** or tests will be docked one letter grade (**except** the final paper. Since this is a summer class and time is compressed, ask for an extension on the final paper if you need it and I will give you an X in the class until the paper is turned in)
  - ***Academic Integrity Policy:*** The student handbook contains the following statement:
    - The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

In accordance with this policy, PLAGIARISM or any other form of academic dishonesty will result in an F for the assignment involved and/or an F in the course. (Plagiarism is representing the work of another as your own. This would include taking the words *or ideas* of a published source without giving that source proper credit; giving credit to a published source but representing the source's words as your own (i.e., not putting the

author's ideas into your own words, or not using quotation marks around quotations); or using the work of other students and passing it off as your own.

- **Evaluations:** Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses by logging in to myUCA and clicking on the Evals button on the top right.
- Important academic policies and the campus Sexual Harassment policy are detailed in your *Student handbook*. Consult the Handbook for specifics.
- **Americans With Disabilities Act:** the University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Office of Disability Services at 450-3135.