

ENGL 444.01
Mondays 6:00–8:45pm
Dr. Larissa Tracy
Phone: (434) 395-2907
Office Hours: MW 1:30–4:00pm;
R 11:00am–12:00pm

Longwood University: Fall 2018
Office: Grainger 202
tracylc@longwood.edu
www.mementomedievalia.com

MONSTROUS MEDIEVALISMS: MISAPPROPRIATIONS OF THE MIDDLE AGES

OVERALL AIMS AND GOALS:

The medieval period continues to be misidentified both as a primitive ‘dark age’ and as an idealized utopian golden age of racial and religious homogeneity. In both cases, aspects of medieval culture are appropriated and reimagined in ways that celebrate and promote the Othering of certain racial and ethnic groups or cultures. Medievalists should be uncomfortable that we share some interests with white supremacists, neo-Nazis, and other groups dedicated to the oppression, segregation, and even elimination of racial and ethnic groups or cultures. Medievalists should feel even more uncomfortable when this Othering—intentional or otherwise—becomes common in popular culture medievalisms that use the Middle Ages—*our* Middle Ages—to advance *their* racist agendas, resulting in malicious acts against individuals and groups. In short, the Middle Ages are often put to monstrous work in modern popular thought and culture. These monstrous medievalisms use the period to foster some of the most pernicious ideologies of the present day and distort our understanding of the past. We ask, whose Middle Ages are they? And in so doing, we seek to confront these monstrous medievalisms, to unravel and make sense of them in order to dismantle the negative work they do.

Students should be able to do a close reading of the texts for comprehension, detail and nuance; demonstrate an attention to the literary qualities of language; analyze the ways specific literary devices contribute to the meaning of a text; and write critical papers that use the skills developed above to support a claim about a text. Classes will include discussion and seminars. Written assignments will include in-class work, online discussions on Canvas, and research papers.

REQUIRED TEXTS:

PRIMARY TEXTS:

The Broadview Anthology of British Literature: Volume 1: The Medieval Period ISBN: 9781554812028
Saga of the Volsungs trans. Jesse Byock ISBN: 9780141393681
The Poetic Edda ISBN: 9780812282207
Sir Walter Scott: *Ivanhoe* ISBN: 9780140436587
Alfred, Lord Tennyson: *Idylls of the King* ISBN: 9781539887454
The Crusades: A Reader (2nd edition) ISBN: 9781442606234
El Cid ISBN: 9780143105657
Havelok the Dane: <http://d.lib.rochester.edu/teams/text/salisbury-four-romances-of-england-havelok-the-dane>
Robin Hood Ballads: <http://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales>

SECONDARY TEXTS:

Elizabeth Emery & Richard Utz, eds.: *Medievalism: Key Critical Terms* ISBN: 9781843844556
Andrew B.R. Elliott: *Medievalism, Politics and Mass Media* ISBN: 9781843844631
The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State ISBN: 9781250112644
Bruce Holsinger: *Neomedievalism, Neoconservatism, and the War on Terror* ISBN: 9780976147596

RECOMMENDED:

Siobhan Brownlie: *Memory and Myths of the Norman Conquest*
Uli Linke: *Blood and Nation: The European Aesthetics of Race*

IMPORTANT DATES:

LAST DAY TO DROP/ADD: **AUG. 27, 5PM**
LAST DAY TO WITHDRAW: **OCT. 31, 5PM**

CLASS SCHEDULE:

(SUBJECT TO REVISION IF NECESSARY)

NOTE: Please complete the reading assignments by class time on the days listed, and be prepared to discuss them in class without prompting. Any PDF files will be posted on Canvas under Modules. All assignments will be submitted via Canvas, unless otherwise directed.

NOTE: The use of cell phones for any reason other than reading assigned PDFs is prohibited during class periods. Violation will result in expulsion from the class.

Week 1: Aug. 20 INTRODUCTION TO MODERN MISAPPROPRIATIONS OF THE MIDDLE AGES

- *Medievalism: Key Critical Terms*: Critical introduction
- Elliott: *Medievalism*: Introduction and Chapter 1 (“Not Dead Yet”)
- George Orwell on Nationalism: <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/notes-on-nationalism/>
- *Race, Racism and the Middle Ages*: https://teams-medieval.org/?page_id=76
- Amy S. Kaufman: <http://www.publicmedievalist.com/dark-enlightenment/>
- Andrew B. R. Elliot: <http://www.publicmedievalist.com/vile-love-affair/>
- David M. Perry: <https://psmag.com/education/nazis-love-taylor-swift-and-also-the-crusades>

Resources:

The SPLC HATEWATCH link to all the extremist groups:

<https://www.splcenter.org/fighting-hate/extremist-files/group/national-socialist-movement>

Anti-Defamation League’s database on Hate Symbols:

<https://www.adl.org/education-and-resources/resource-knowledge-base/hate-symbols>

Jonathan Hsy and Julie Orlemanski: Race and Medieval Studies: A Partial Bibliography (PDF)

Week 2: Aug. 27 19TH-AND 20TH-CENTURY ENGLISH/AMERICAN NATIONALISM:

- *Medievalism: Key Critical Terms*: Authenticity, Authority, Lingua
- Kevin Kiernan, “Part One: Thorkelin's Discovery of *Beowulf*”:
http://www.uky.edu/~kiernan/Thorkelin/Th_1/

- Elliott Van Kirk Dobbie, “Commemorating Thomas Jefferson” (PDF)
- Stanley R. Hauer, “Thomas Jefferson and the Anglo-Saxon Language” (PDF)
- Peter Thompson, “‘Judicious Neology’: The Imperative of Paternalism in Thomas Jefferson's Linguistic Studies” (PDF)
- Jessica Walker, “Thomas Jefferson and the New American Language” (2006): http://www.inst.at/trans/16Nr/03_2/walker16.htm
- Mary Rambaran-Olm: <https://medium.com/@mrambaranolm/anglo-saxon-studies-academia-and-white-supremacy-17c87b360bf3>
- John O’Sullivan, “Annexation” (1845): <http://www.americanyawp.com/reader/manifest-destiny/john-osullivan-declares-americas-manifest-destiny-1845/>
- Jefferson on Anglo-Saxon: https://www.monticello.org/site/jefferson/anglo-saxon-language#footnote1_6bb6qlo
- Thomas Jefferson, “An essay on Anglo-Saxon”: <https://founders.archives.gov/documents/Jefferson/98-01-02-5792>

Week 3: Sept. 3 No Class—Labor Day

Week 4: Sept. 10 ENGLISH/AMERICAN NATIONALISM: THE MEDIEVAL REALITY

- *Beowulf* (Broadview Anthology)
- *Havelok the Dane*: <http://d.lib.rochester.edu/teams/text/salisbury-four-romances-of-england-havelok-the-dane>

Week 5: Sept. 17 19TH-AND 20TH-CENTURY ENGLISH/AMERICAN NATIONALISM

Film: *Birth of a Nation* (1915)

- *Medievalism: Key Critical Terms*: Heresy
- Amy S. Kaufman, “The Birth of a National Disgrace: Medievalism and the KKK”: <https://www.publicmedievalist.com/birth-national-disgrace/>

Week 6: Sept. 24 19TH-AND 20TH-CENTURY ENGLISH/AMERICAN CHIVALRIC NATIONALISM

- *Medievalism: Key Critical Terms*: Purity
- Elliott: *Medievalism*: Chapters 4 and 5
- Walter Scott: *Ivanhoe*
- Alfred, Lord Tennyson: *Idylls of the King*
- Mark Twain: *Life on the Mississippi* “Culture and Castles” <http://twain.lib.virginia.edu/yankee/cyinlife.html>
- Alexander H. Stephens, Vice President of the Confederacy, “Corner Stone Speech” (1861): <http://teachingamericanhistory.org/library/document/cornerstone-speech/>

Week 7: Oct. 1 ENGLISH/AMERICAN CHIVALRIC NATIONALISM: THE MEDIEVAL REALITY

- *Sir Gawain and the Green Knight* (Broadview Anthology)
- Thomas Malory: *Morte Darthur* (Broadview Anthology)
- *Robin Hood Ballads*: <http://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales>

Week 8: Oct. 8 19TH-CENTURY EUROPEAN NATIONALISM/EARLY 20TH-CENTURY FASCISM

- *Medievalism: Key Critical Terms*: Memory, Myth
- Shichtman and Finke, “Exegetical History Nazis at the Round Table” (PDF)

- Link and Hornburg, “Nazi Medievalism” (PDF)
- Johnson and Caputo, “The Middle Ages and the Holocaust” (PDF)

Week 9: Oct. 15 No Class—Fall Break

Week 10: Oct. 22 EUROPEAN NATIONALISM/FASCISM: THE MEDIEVAL REALITY

- *Saga of the Volsungs*
- *The Poetic Edda*

Week 11: Oct. 29 19TH-CENTURY EUROPEAN NATIONALISM/EARLY 20TH-CENTURY FASCISM

- *Medievalism: Key Critical Terms*: Continuity
- Paul Sturtevant: <https://www.publicmedievalist.com/schrodinger/>
- Irish nationalism: <http://blogs.bu.edu/guidedhistory/historians-craft/agatha-leach/>
 - excerpts of the *Táin* from *Demonstrare* Vol. 2 (PDF)
 - poems of W.B. Yeats: “To Ireland in the Coming Times”
<https://www.poetryfoundation.org/poems/57300/to-ireland-in-the-coming-times>
“Easter 1916”
<https://www.poetryfoundation.org/poems/43289/easter-1916>
“An Irish Airman Foresees his Death”
<https://www.poetryfoundation.org/poems/57311/an-irish-airman-foresees-his-death>
“September 1913”
<https://www.poetryfoundation.org/poems/57309/september-1913>
“Stolen Child”
<https://www.poets.org/poetsorg/poem/stolen-child>
- Michael Newton, “Celticity in the Old South” (PDF)
- Michael Newton, “Blinders to the Left, Klans on the Right: Scottish and Celtic Studies in Trump’s America”: <https://virtualgael.wordpress.com/2016/12/23/trumpsamerica/>
- Franco’s Spain: <http://blogs.bl.uk/european/2016/07/three-symbols-of-francos-spain.html>
- Mussolini’s Italy (Dante): The Italian Fascist anthem, “Giovinezza”:
<https://en.metapedia.org/wiki/Giovinezza>
- Italian neo-Fascists’ use of Dante: <https://www.theguardian.com/news/2018/feb/22/casapound-italy-mussolini-fascism-mainstream>
- Using Dante to counter the fascist narrative: <http://www.cbc.ca/news/world/mussolini-museum-of-fascism-1.4649852>

Week 12: Nov. 5 20TH-21ST CENTURY WHITE SUPREMACY

- *Medievalism: Key Critical Terms*: Reenactment
- Elliott: *Medievalism*: Chapters 6 and 7
- Josephine Livingstone: <https://newrepublic.com/article/144320/racism-medievalism-white-supremacists-charlottesville>
- Peter Baker: <http://medievalistsofcolor.com/race-in-the-profession/anglo-saxon-studies-after-charlottesville-reflections-of-a-university-of-virginia-professor/>
- <https://www.themaven.net/beingliberal/room2/remind-me-this-video-isn-t-from-nazi-germany-it-was-taken-last-month-in-america-gL4p9OL0UkiB9qC0XMHtSg/>
- <https://www.norwegianamerican.com/featured/viking-symbols-stolen-racists/>
- <http://religiongoingpublic.com/archive/2016/the-myths-of-norse-mythology>
- <https://www.cbc.ca/radio/day6/episode-357-little-rock-nine-historians-vs-neo-nazis-tabatha-southey-fired-robots-yuval-harari-and-more-1.4309188/medieval-history-scholars-are-suddenly-on-the-front-lines-in-the-fight-against-white-supremacists-1.4309219>

Week 13: Nov. 12 APPROPRIATING MEDIEVAL RELIGION: JIHADISTS, ODINISTS

- *Medievalism: Key Critical Terms*: Christianity, Trauma
- Elliott: *Medievalism*: Chapter 8
- *ISIS Apocalypse*
- Holsinger: *Neomedievalism, Neoconservatism, and the War on Terror*
- Matthew Gabriele: “Islamophobes want to recreate the Crusades. But they don’t understand them at all.” https://www.washingtonpost.com/posteverything/wp/2017/06/06/islamophobes-want-to-recreate-the-crusades-but-they-dont-understand-them-at-all/?utm_term=.ac3808c85d2d
- <http://rudolf-rokkr.tumblr.com/post/164441296902/fuck-your-ugly-ass-runes>
- https://www.vice.com/en_us/article/59kq93/racists-are-threatening-to-take-over-paganism?utm_campaign=sharebutton
- <https://www.theatlantic.com/international/archive/2017/11/asatru-heathenry-racism/543864/>

Week 14: Nov. 19 APPROPRIATING MEDIEVAL RELIGION: THE REALITY

- Selections from *Crusades Reader*
- *El Cid*
- Gavin Hambly: “Becoming Visible: Medieval Islamic Women in Historiography and History” (PDF)
- Gregory Kozlowski: “Private Lives and Public Piety: Women and the Practice of Islam in Mughal India” (PDF)
- Geraldine Heng: “The Romance of England: *Richard Coer de Lyon* and the Politics of Race, Religion, Sexuality, and Nation” (PDF)

Week 15: Nov. 26 (LAST DAY OF CLASS)
(Final research paper due Nov. 26)

Film: *Birth of a Nation* (2016)

Final Exam:

DEC. 3, 6:30–9:00PM

There is no final exam for this class, but we will meet on the exam day to do a final analysis of the course material.

ASSIGNMENTS AND GRADING:

NOTE: ALL PAPERS WILL BE ELECTRONICALLY SUBMITTED VIA CANVAS. THEY WILL BE ELECTRONICALLY GRADED AND AVAILABLE ON CANVAS.

In-class writings: Class participation and attendance will be gauged by discussions and a series of in-class writing assignments that will not be graded but will be collected and will be graded accumulatively. As this is a speaking intensive course, reading in-class and a final reading assignment in front of the class will be required. In-class assignments *cannot* be made up except in certain circumstances. (20%)

HATEWATCH Project/presentation: At the beginning of the semester, each student will choose a specific hate group listed on the Southern Poverty Law Center or Anti-Defamation League databases. Track that group’s use of medieval symbols and its appropriation of medieval terminology, and present on these appropriations on the day we cover that material in class. A

schedule for presentations will be made the first day of class. Students should provide images, and documentation in their presentations, which will be graded on depth, breadth, and clarity. **(20%)**

Analysis papers: Students will choose three units from the syllabus and will write a short (2–3 page) paper analysing the primary and secondary sources for each. These papers should have a clear, definitive argument based on the way in which the medievalism has distorted the medieval sources. The papers will be due via canvas on that day. Students will commit to their units by the second class meeting by emailing me their choices. **(accumulative 20%)**

Final research paper: Choose one of the areas we have discussed and develop a clear, definitive argument about the (mis)appropriation of medieval texts in that context. Papers might address topics such as: Appropriations of the medieval image and narrative in Nazi propaganda; Contemporary White Pride/White Nationalist appropriations of the medieval symbols and signs (tattoos, banners, album covers, banners); The medieval fantasies of white identity in the Anglo-Saxon enthusiasm of the founding fathers; and “Unintentional” rehearsals of racist ideologies in popular media. You may choose *any* of the material we have covered throughout the semester. Feel free to come speak to me in more detail about any topic you would like to pursue.

•You *may* develop one of your short analysis papers into the final research paper.

This paper should reflect innovative ideas and a strong, definitive argument supported with both primary and secondary, critical sources. I am mainly concerned with the overall content of the essay, however, citation is essential; and grammar, style and language are obvious considerations. Your essay should be accurate, clear, and interesting. I want you to develop your own ideas and present them in a focused and articulate manner. **Papers that are too short will be dropped half a letter grade (5pts); papers that do not have enough valid sources will be dropped half a letter grade (5pts). Papers that are too short and do not have enough valid sources will be dropped a full letter grade (10pts).** This essay *must* include all of the following criteria:

- This research paper *must* be **8–10 full pages**, typed double or 1 1/2 spaced, with reasonable margins. *Please make sure you include a Works Cited page.*
- Use a *minimum* of **ten** referenced sources, including your primary sources.
- **Do not** only use websites; you will have to use some, but verify the credibility of your sources and also use academic journal articles and documented information sites.
- Use MLA citation style.
- You *must* use primary *and* secondary sources for support within the text of your paper.
- Please consult the Paper Guidelines on Canvas for additional instructions. **(40%)**

ANY PAPER WITHOUT SECONDARY CITATIONS USED WITHIN THE PAPER WILL AUTOMATICALLY RECEIVE A D.

Exams: There is no final exam for this class, but we will meet on the exam day to do a final analysis of the course material.

Grading Scale: I grade on a 10 point scale: 97–100 = A+; 94–96= A; 90–93=A-; 87–89=B+; 84–86= B; 80–83 = B-, etc. If your thesis is clear, if you advance your own ideas and support your argument fully with primary and secondary sources, you will receive an A. **Any research paper not using primary *and* secondary sources cited in the body of the paper is an automatic D.**

Late policy: Late analysis papers will be dropped a full letter grade unless you have arranged an extension with me before the due date. Extensions will only be given in extreme cases of illness (with a doctor's note) or other emergencies.

- **Any papers submitted more than a week late without notifying me in advance, will not be accepted.**
- When in doubt, get in touch with me before life spirals out of control (if possible) and inform me of your situation.

FINAL RESEARCH PAPERS WILL NOT BE ACCEPTED LATE.

PAPER DUE DATES:

ANALYSIS PAPERS

TBD

IN-CLASS PRESENTATIONS

TBD

FINAL RESEARCH PAPER

NOV. 26

FINAL EXAM:

MONDAY DEC. 3, 6:30–9:00PM

LONGWOOD UNIVERSITY HONOR CODE:

Class discussions are intended to stimulate thinking and writing collaboratively, but your essays and weekly papers and exams must represent your own work. Pulling sections of material off of a website, or out of a book without citations constitutes plagiarism. Paraphrasing sections of someone's work without citations is plagiarism. When in doubt, cite. **Cite everything** you use from another source, each paraphrased sentence or direct quotation. One citation at the end of a paragraph *is not* sufficient. Please review the Code. I encourage you to use the Writing Center and any other kind of feedback on drafts you can get. **I am bound by the Honor Code to report any instances of cheating or plagiarism in my classes, no exceptions and any act of plagiarism will merit a failing grade (F) in the class.**

"Plagiarism means using the exact words, opinions or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles at the end of a document is not sufficient.

Plagiarism is the equivalent of intellectual theft and cannot be tolerated in an academic setting."

All assignments written in and out of class must subscribe to this code by placing the word "Pledged" and your signature on the paper. You may use spell-checking computer software, Learning Center resources, or the assistance of friends in editing a paper, but the final product must be your thoughts in your language. It is not sufficient to use one citation at the end of a paraphrased paragraph. You *must* cite *everything* you take from another source. The accuracy and completeness of quotations and lists of sources is the student's responsibility. In general, citations must follow the format described in the MLA Handbook.

Further information about the Honor Code at Longwood University can be found at:

<http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm>

CLASS ATTENDANCE

University Policy:

"Students are expected to attend all classes. Failure to attend class regularly impairs academic performance. Absences are disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered,

failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.

“Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student’s participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy. Student Health Services can provide documentation only for students hospitalized locally or absent at the direction of Student Health Services personnel.”

My policy:

As adults you are responsible for any classes, material, or information that you miss. If you miss class, it is your responsibility to obtain lecture information and assignment changes, preferably from a classmate. I will be happy to answer questions, but class lectures will not be privately recited. Unless you have a valid excused absence, **in-class writings cannot be made up**, and attendance is largely calculated from these assignments. In this course, if more than 25% of classes are missed, the student is subject to automatic failure.

IN-CLASS TECHNOLOGY: All cell-phones must be switched off during class, not on vibrate, not on silent. The only exception is for reading pdfs. Texting during class is not permitted, if you are caught, you may be asked to leave class, which will count as an unexcused absence. Do not bring laptops to class for note taking **unless you have cleared it with me first**. This behavior is distracting to the rest of the class and disrespectful to your classmates and your professor.

CONTACT DETAILS: Office hours are listed at the top of the syllabus. Syllabi are on Canvas under your course listing. I check my email frequently and it is the best way to reach me, however, I may not check it more than once or twice a day, so be patient. If you have any questions regarding anything in the syllabus or on the essays, please don’t hesitate to contact me, by phone, email or by stopping by during office hours.