Medieval Literature
ENG 4110 | CMWA
Fall 2024

Prof. Christina Christoforatou
M/W 10:45 AM-12:00 PM | VC-9-125
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Course blog
https://blogs.baruch.cuny.edu/eng4110f24
Office hours
9:30-10:30AM | or by appointment



Course Description

IMAGES OF THE SELF AND OF THE WORLD IN MEDIEVAL LITERATURE[1]

Medieval readers had a keen interest in the nature of the world and were avid consumers of tales of distant places and people. Their literature was at the heart of the creation of western visions of natural and human diversity, taking on the themes of travel, alienation, exile, wisdom and spirituality. In its depth and breath, the literature they produced continues to inspire discussion on philosophical, social, anthropological and cosmological matters. This course will foster an understanding of the enduring human values that unite the different cultures and literary traditions we will study. We will read literature in English and in translation that spans three continents and a period of well over 600 years. Collectively, the readings will allow us to examine the nature of the medieval cosmos and the role of the individual in it. They include selections from medieval fictional travelogues such as Mandeville's *Book of Travels*, Pseudo-Callisthenes' *Alexander Romance*, a Byzantine travel-narrative, *Drosilla and Charikles*, a selection of medieval romances produced by female authors, the only surviving spiritual autobiography by a medieval laywoman, Margery Kempe, and several satires that collectively will allow us to appreciate medieval individual's relationship to God, society and the foreign. Boethius' timeless meditation, *The Consolation of Philosophy* (written ca. 524 CE) will offer the philosophical background for the appreciation of the literature we will study.

To the extent that the class is interested in the material culture of the Middle Ages, we will access digitized archives and museum collections (such as illuminated manuscripts, relics, armor, tapestries, mosaics and ivories) that will allow us to study the cultural influences that allowed medieval civilizations to evolve. Collectively, these resources will allow us to question the assumption that the medieval world was a static world in which there was little long-distance travel or exploration by examining how individuals, groups and ideas (both fictional and historical) moved across regions and cultures, and the impact they had on the societies between which they traveled.

[1] Image (above): The crusader attack on Constantinople, 1204, from a Venetian manuscript of Geoffreoy de Villehardouin's *History*, ca. 1330.

All course assignments will be posted on our course's blog, https://blogs.baruch.cuny.edu/eng4110f24. We will take this opportunity to explore how digital platforms and archives can enrich our understanding and appreciation of literature.

Required Texts

Boethius, *The Consolation of Philosophy*. Trans. Victor Watts. New York: Penguin, 2000.

Pseudo-Callisthenes. *The Greek Alexander Romance*. Trans. Richard Stoneman. New York: Penguin Books, 1991. [hereafter referred as *AR* in weekly readings on pp. 6-10]

Digenis Akritas: The Two-Blood Border Lord. Trans. Denison B. Hull. Athens, OH: Ohio UP, 1972.

Kempe, Margery. *The Book of Margery Kempe*. Ed. Barry Windeatt. New York: Penguin, 1986.

Sir Gawain and the Green Knight. Ed. and trans. Brian Stone. New York: Penguin, 1985. [*SG*]

The Travels of Sir John Mandeville. Trans. Charles Moseley. New York: Penguin, 1983. [*MT*]

Eugenianos, Niketas. *A Byzantine Novel: Drosilla and Charikles*. Trans. Joan B. Burton. Wauconda, IL: Bolchazy-Carducci, 2004. [*DC*]

Recommended Texts (Available in the Newman Library)

Phillips, J. R. S. The Medieval Expansion of Europe, 2nd edition. New York: Oxford UP, 1998. [*ME*]

Herzman, Ronald and William R. Cook. The Medieval World View: An Introduction. New York: Oxford UP, 2003. [*MWV*]

- All books are available for purchase through the Baruch Bookstore linked below: https://baruch.textbookx.com/institutional/?action=browse#/books/4385649/

- The books are also available on Course Reserve at Baruch's Newman Library but cannot be checked out of the library. https://library.baruch.cuny.edu/students/borrowing-library-materials/course-reserves-and-textbooks/

- Because translations vary in significant ways, it is essential that you purchase the editions listed above. *You must have your books always whenever in class*.

Course Objectives and Learning Goals

A primary objective of this course is to help students become active readers and writers through on-going development of their comprehensive, analytical and interpretive skills. Such skills are necessary for understanding and appreciating literature. After completing the course, students should be able to trace their progress (and feel increasingly confident) in the following areas:

- identifying different literary genres
- discussing the merits of literary composition by identifying and discussing the author's stylistic and linguistic choices
- exhibiting knowledge of style, form, and language by making use of the basic vocabulary of literary criticism
- interpreting meaning in literary texts by paying close attention to an author's choice of detail, vocabulary and style
- evaluating the relationships between different genres of literary texts

- discussing the relationship between different genres of literary texts and the multicultural environments from which they emanate
- identifying cultural influences through literary inference
- developing an understanding of literary compositions coming from different cultures, including the characteristics of literary periods and genres, lines of influence, and debates among writers
- offering informed interpretations of literary compositions by using an online forum
- offering comparative evaluations of themes, tropes, and ideas that appear in more than one literary work
- expressing ideas about literary texts clearly in concise, focused literary analyses
- writing analytical and interpretive essays by employing appropriate textual citations, and contextual and intertextual evidence

Essays on E-Reserve

The following essays can be accessed remotely:
https://guides.newman.baruch.cuny.edu/er.php?course_id=51457

- The case-sensitive password to access the E-reserve page is: **christoforatou4110**

a. Boethius, *The Consolation of Philosophy* (Book I)
b. Antonius Diogenes *The Wonders Beyond Thule*
c. Lucian, *A True Story*
d. Pseudo-Callisthenes, *The Alexander Romance*
e. Ovid, "Orpheus and Euridice" (*Metamorphoses*, Book X)
f. Medieval English Verse: "Sir Orfeo;" "The Land of Cokaygne;" "Two Comic Verse Tales"
g. Selections from *The Book of Margery Kempe*
h. Geoffrey Chaucer, From the *Canterbury Tales*: "The General Prologue" and "The Second Nun's Prologue and Tale"
i. Derek Brewer, "Chivalry"
j. Helen Phillips, "Love"
k. Scott Westrem, "Geography and Travel"
l. Evelyn Edson, "The Medieval World View Contemplating the Medieval Mappamundi"
m. Robert Swanson, "Social Structures"
n. Christina Christoforatou, "Figuring Eros in Byzantine Fiction"

Useful Databases (available through the Newman Library):

Academic Search Complete
JSTOR
Project Muse
Cambridge Collections Online
Humanities Full Text
LexisNexis Academic
Literature Criticism Online
Literature Resource Center
MLA International Bibliography
Oxford English Dictionary
The Oxford Dictionary of the Middle Ages. 4 vols. Ed. Robert Bjork. New York, Oxford University Press, 2010 (available in hard copy only).

The Oxford English Dictionary
https://www-oed-com.remote.baruch.cuny.edu/
Purdue Online Writing Lab
(Use for MLA citation guide, as well as helpful writing tips)
http://owl.english.purdue.edu/owl/resource/747/01/
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guid_e/mla_formatting_and_style_guide.html

Course-Related Books in the Newman Library (in print and electronic form)

Pseudo-Callisthenes. *The Greek Alexander Romance*. Trans. Richard Stoneman. New York: Penguin Books, 1991.
The Travels of Sir John Mandeville. Trans. Charles Moseley. New York: Penguin, 1983.
Backman, Clifford, R. *The Worlds of Medieval Europe*. New York: Oxford UP, 2008.
Casson, Lionel. *Travel in the Ancient World.* Baltimore: The Johns Hopkins UP, 1994.
Chareyron, Nicole. *Pilgrims to Jerusalem in the Middle Ages.* New York: Columbia UP, 2005.
Cosgrove, Denis. *Geography and Vision: Seeing, Imagining and Representing the World.* I. B. Tauris, 2008.
D'Avray, David. *Medieval Marriage: Symbolism and Society.* New York: Oxford UP, 2008.
Edson, E. and Savage-Smith, E. *Medieval Views of the Cosmos*. Oxford: The Bodleian Library and University of Oxford, 2004.
Eugenianos, Niketas. *A Byzantine Novel: Drosilla and Charikles*. Trans. Joan B. Burton. Wauconda, IL: Bolchazy-Carducci, 2004.
Fernandez-Armesto, Felipe. *Before Columbus: Exploration and Colonization from the Mediterranean to the Atlantic, 1229-1492*. Philadelphia: University of Pennsylvania Press, 1987.
Gansof, F. L. *Feudalism*. Trans. Philip Grierson. Toronto: University of Toronto Press, 1996.
Heng, Geraldine. *Empire of Magic: Medieval Romance and the Politics of Cultural Fantasy*. New York: Columbia UP, 2003.
Herzman, Ronald and William R. Cook. *The Medieval World View: an Introduction*. New York: Oxford UP, 2003.
Jaeger, Stephen, C. *Ennobling Love: In Search of a Lost Sensibility*. Philadelphia: University of Pennsylvania Press, 1999.
Larner, John. *Marco Polo and the Discovery of the World*. Yale Nota Bene, 2001.
Phillips, J. R. S. *The Medieval Expansion of Europe*, 2nd edition. New York: Oxford UP, 1998.

Student Accessibility

Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully in courses at Baruch. Baruch has a continuing commitment to providing reasonable accommodation for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Service as soon as possible at disability.services@baruch.cuny.edu

Academic Integrity

Cheating and plagiarism are serious offenses. The following definitions are based on the College's Academic Honesty website:

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaborating on a take home assignment or examination
- Using unauthorized notes during a closed book examination
- Using unauthorized electronic devices during an examination
- Taking an examination for another student
- Asking or allowing another student to take an examination for you
- Changing a corrected exam and returning it for more credit
- Submitting substantial portions of the same paper to two classes without consulting the second instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers including the use of commercial term paper services

Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:

- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
- Presenting another person's ideas or theories in your own words without acknowledging them
- Using information that is not considered common knowledge without acknowledging the source
- Failure to acknowledge collaborators on homework and laboratory assignment

Academic sanctions in this class will range from a failing grade on any assignment that has been plagiarized, or an exam in which you have cheated, to a failing grade in the course. In addition, I am required by college policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

Tutorial Assistance

- **The Bernard L. Schwartz Communication Institute** offers workshops to help students identify strategies and resources that will strengthen their written work and hone their communication abilities. https://blogs.baruch.cuny.edu/blsci/

- **The Writing Center** is a useful learning facility available to all students. Tutors offer help at every stage of the writing process, particularly during the early stages, when preparing for assignments by brainstorming and thinking through different approaches to writing. http://writingcenter.baruch.cuny.edu/. For writing resources, see: https://writingcenter.baruch.cuny.edu/online-resources/writing-guides/

TENTATIVE READING SCHEDULE

All readings should be completed before the day that they appear on the syllabus. Reading well means reading more than once and always coming to class prepared with questions and comments.

- Course blog: https://blogs.baruch.cuny.edu/eng4110f24
- E-reserve link: https://guides.newman.baruch.cuny.edu/er.php?course_id=51457
  The case-sensitive password to access E-reserve: **christoforatou4110**

WEEK 1

28 AUG. (W) **INTRODUCTION TO THE COURSE AND ITS THEMATIC UNITS**

- Medieval Cosmology: Self, Providence, and the Other
- Travel Narrative and the limits of the "known" world
- Self-perception and Adventurous quests (heroic, spiritual, allegorical, personal and communal)
- HAND-OUT ON MEDIEVAL COSMOLOGY/INTRODUCTION TO BOETHIUS

Overview of the assigned literature and scheduling of oral presentations based on student interest.

WEEK 2

02 SEPT. (M) College Closed: Labor Day

04 SEPT. (W) **MEDIEVAL COSMOLOGY**

Boethius (480-524 CE), *The Consolation of Philosophy,* Book I-II
Boethius, in exile, is visited by Lady *Philosophia*
Consult the following maps and references on medieval visions of the universe:
http://www.luminarium.org/encyclopedia/medievalcosmology.htm
Evelyn Edson, "The Medieval World View: Contemplating the Mappamundi" (e-reserve)

WEEK 3

09 SEPT. (M) **MEDIEVAL PHILOSOPHY AND COSMOLOGY**

Boethius, *The Consolation of Philosophy*, Books III-IV

11 SEPT. (W) Boethius, *The Consolation of Philosophy*, Books IV-V
(Read ahead if you have time; Wednesday's reading is substantial)

WEEK 4

16 SEPT. (M) **VOYAGES TO THE FRINGES OF THE KNOWN WORLD**

The Ptolemaic Universe and descriptions of travel in the ancient Greek novel (A.D. 100-400)
Antonius Diogenes, *The Wonders Beyond Thule*, pp. 775-82. (E-Reserve)
Lucian, *A True Story*, pp. 621-49 (E-Reserve).
MT, pp. 43-45: "Prologue;" *MT*, pp. 115-19: "Of the land of job and of his age; of the clothing of the people of Chaldea; of the land where women live without the company of men …;" *MT*, pp. 131-36: "Of the palace of the king of marvels"

- Scott Westrem, "Geography and Travel" (E-Reserve)

18 SEPT. (W) **ALEXANDER THE GREAT IN THE MEDIEVAL IMAGINATION**
Introduction to the *Alexander Romance* and its reception in the Middle Ages.
AR: Introduction, pp. 1-23; Book I, pp. 35-54 (Alexander's "marvelous" origins, childhood, and early adulthood)
AR: Book I, pp. 54-86 (Macedonian "imperialism:" Alexander's military expeditions against other Greek city-states)

- DIAGNOSTIC ESSAY ON BOETHIUS' *CONSOLATION OF PHILOSOPHY* DUE

WEEK 5

23 SEPT (M) **TRAVELING EAST IN SEARCH OF THE EARTHLY PARADISE**
AR: Book II, pp. 87-125
Medieval Utopias: Alexander in pursuit of the earthly paradise
Medieval Dystopias: marvels, monsters, and the humanoid inhabitants of the East.
MANDEVILLE IN SEARCH OF THE EARTHLY PARADISE, *MT*, pp. 167-190

25 SEPT (W) **PORTENTS AND ORACLES: ALEXANDER IN PURSUIT OF ULTIMATE TRUTHS**
AR: Book III, pp. 127-59
Alexander's amorous and philosophical pursuits; Alexander's fate
Conclusion: the impact of the Alexander legend in the medieval imagination and the influence of *AR* on later medieval romance literature.

WEEK 6

30 SEPT. (M) **IN SEARCH OF LOVE IN THE UNDERWORLD AND BEYOND**
Ovid, "Orpheus and Euridice" (*Metamorphoses*, Book X)—E-Reserve
MT, pp. 162-64: "…Of the Land of Darkness…;" *MT*, pp. 165-67: "Of the countries and isles that are beyond the land of Cathay"

02 Oct. (W) College Closed: Rosh Hashanah

WEEK 7

07 OCT. (M) **COURTLY LOVE AND THE TOPOGRAPHY OF DESIRE IN *SIR ORFEO***
Courtly Love and Spirituality: The lover in the Wilderness
Sir Orfeo: A legend transformed; pp. 213-29 (E-Reserve)
Helen Phillips, "Love" (E-reserve)

09 OCT. (W) *Sir Orfeo*: Desire, Escapism, and Spiritual Rewards; pp. 213-29 (E-Reserve)
Celebrating love in medieval lyrics: the Breton lay

WEEK 8 This week we meet on Tuesday and Wednesday
14 OCT. (M) COLLEGE CLOSED

15 OCT. (T) **THE WORLD OF THE SPIRIT AND THAT OF THE FLESH**
Introduction to Medieval English Verse
"Dame Siriz and the Weeping Bitch": introduction to medieval satire (Fabliau)
"The Fox and the Wolf in the Well": introduction to the beast epic
Allegory and Symbolism in "Dame Siriz and the Weeping Bitch" and in "The Fox and the Wolf in the Well"

- PAPER I DUE

16 OCT. (W) **THE HOLY AND THE NOT-SO-HOLY IN THE LAND OF DELIGHTS**
"The Land of Cokaygne" (Fabliau)

WEEK 9

21 OCT (M) **MANDEVILLE IN SEARCH OF THE EARTHLY PARADISE**
MT, pp. 167-190

23 OCT (W) **FROM ALEXANDRIA TO BYZANTIUM: AMOROUS QUESTS IN THE LEVANT**
Introduction to Medieval Byzantium and Medieval Greek fiction, *Drosilla and Charikles* [*DC*]
Byzantine courtly poetry, aristocratic patronage, and the rebirth of literary performance.
DC, pp. i-xvii: Introduction; *DC*, pp. 3-63: Books I-III

WEEK 10

28 OCT. (M) *DC*, pp. 3-63: Books I-III
Adventure narrative: the rebirth of a popular genre in Byzantium, discussion of Books I-III.

30 NOV. (W) **SLAVES OF DESIRE: THE LOVERS IN THE GARDEN OF KING EROS**
DC, pp. 3-63: Books IV-VI: Byzantine gardens of desire: allusions and distortions of reality; the garden as a spiritual microcosm.

Week 11

04 NOV. (M) *DC*, pp. 143-93: Books VII-IX: spectacular reunions against overwhelming odds; the lovers as adventurers; fate, luck, and providence in the service of justice.
Conclusion of *Drosilla and Charikles*
Christina Christoforatou, "Figuring Eros in Byzantine Fiction" (E-Reserve)
Review: discussion of the popularity and influence of medieval romance from the early to the late Middle Ages through the following works: *DC*, *AR*, and "Sir Orfeo."

06 NOV. (W) **BYZANTINE EPIC-ROMANCE: THE EXPLOITS OF A BORDER LORD**
Digenis Akritas, Origins
Digenis Akritas, Books I-III, pp. 1-32
Introduction, xv-xiviii

WEEK 12

11 NOV. (M) *Digenis Akritas*, Coming of Age
Digenis Akritas, Books IV-V, pp. 33-71

13 Nov. (W) *Digenis Akritas*, Conquest and Settling Down
Digenis Akritas, Books VI-VIII, pp. 72-113

WEEK 13

18 NOV. (M) **THE SPIRITUAL AUTOBIOGRAPHY OF A MEDIEVAL LAYWOMAN**
Introduction, vii-xix.
The Book of Margery Kempe, pp.3-39

20 NOV. (W) *The Book of Margery Kempe,* pp. 39-81
Female spirituality in the Middle Ages; abuse, faith and survival: gender and class in the later Middle Ages (I).

WEEK 14

25 NOV. (M) *The Book of Margery Kempe,* pp. 81-131
Saving the soul: medieval pilgrimage and spiritual quests; abuse, faith and survival: gender and class in the later Middle Ages (II)

27 NOV. (W) NO CLASS: CLASSES FOLLOW FRIDAY SCHEDULE

WEEK 15

02 DEC. (M) *The Book of Margery Kempe,* pp. 131-184
Prophets, Martyrs, and Saints: Sensational Lives

04 DEC. (W) **WESTERN MEDIEVAL ROMANCE: *SIR GAWAIN AND THE GREEN KNIGHT***
Introduction to the poem, *SG* pp. 9-20
"Sir Gawain and the Green Knight," Fit I and II, pp. 21-39; 40-63

WEEK 16

09 DEC. (W) "Sir Gawain and the Green Knight," Fit II, pp. 40-63
"The Poem as a Play," "The Manuscript," "Theories about the Poet," and "Notes on Arthurian Matters" *SG* pp. 138-155

11 DEC. (M) "Sir Gawain and the Green Knight," Fit III, pp. 64-95
"The Common Enemy of Man," *SG*, pp. 116-128
"Gawain's 'Eternal Jewel' *SG*, pp. 129-137
Derek Brewer, "Chivalry" (E-Reserve)

- PAPER II DUE

Final Examination: Monday, Dec. 16, 10:30-12:30 PM (same room)

Final Exam Schedule: https://enrollmentmanagement.baruch.cuny.edu/wp-content/uploads/sites/18/2024/05/FALL2024FinalExamGrid.pdf

Course Policies and Requirements

Time-Management: you need to devote sufficient time to this course and its associated work. Assume that every hour of class time comes *with at least two hours of study time*. So, for a three hour per week class assume that you will have six additional work hours outside of class.

Attendance is mandatory. If you know you are going to miss a class, please inform me. Since participation is a large part of this course, unexcused absences or habitual lateness will adversely affect your grade. *TWO or more classes missed during the semester will result to an F for participation*. Anyone missing over three class meetings is subject to a WU grade.

From the official Baruch College attendance policy: "If a freshman or sophomore is absent in excess of twice the number of class sessions per week, the instructor must

give the student a WU grade, which counts as an F. The instructor may give a junior or senior a WU grade if he/she has excessive absences. Attendance and lateness clearly play a role in class participation. Instructors have the right to weigh attendance, lateness, and class participation in determining grades."

Participation: you are expected to come to class prepared to discuss the assigned literature. Since this is not a lecture course, active class participation is required. Participation also includes actively contributing and keeping up with this class's online components in a *timely* fashion. Please be sure to have your reading materials with you and be part of all discussions, discussion-boards and lectures. Active participation means attending in-class sessions, listening, note-taking, etc.

Formal Writing: each of you will write two analytical essays and shorter blogposts during the semester. The two essays are substantial in length and may be revised. You will be required to introduce a strong and coherent argument about the literature in question, developed through a detailed close reading of the language and formal features of the texts you have selected to discuss and using appropriate textual evidence to support your claims.

- All essays need to be typed, double-spaced, 12 point, Times New Roman font, one-inch margins and submitted as a Word document via email.
- You are welcome to discuss drafts of your work with me prior to the due date of the papers (and afterwards, if you are considering a revision).
- Your essays will be checked for plagiarism. *No late papers will be accepted*. Consult the syllabus for due dates. Details for all assignments will be posted on the course blog and well in advance of the deadlines.

Online Etiquette: When responding to your peers' posts or comments on the blog use their names and refer to specific aspects of their posts. The same rules of polite and respectful behavior that govern classroom behavior apply online.

Oral Presentation & Class-led Discussion: each student will teach some aspect of a proposed topic to the class in a presentation that should last 20-30 minutes. The topics of the presentations should be narrowly defined and may grow out of our class provocations, or out of your reading and discussions. More information about the panel presentations will be offered in class and on the blog, but you are welcome to contact me for additional information at any point. Guidelines and evaluation criteria for the oral presentations and your formal writing will also be posted on the blog. For recording and sharing PowerPoint presentations on the course blog, see https://support.office.com/en-us/article/video-record-presentations-2570dff5-f81c-40bc-b404-e04e95ffab33

An Important Note on Artificial Intelligence: "Artificial Intelligence and Large Language Model Policy" (Written by Katy Pearce at the University of Washington)

We know that artificial intelligence text generators like ChatGPT are powerful tools that are increasingly used by many. While they can be incredibly useful for some tasks (creating lists of things, for example), they are not a replacement for critical thinking and writing. Artificial intelligence text generators are "large language models" – they are trained to reproduce sequences of words, not to understand or explain anything. Learning how to use artificial intelligence well is a skill that takes time to develop. Moreover, there are many drawbacks

to using artificial intelligence text generators for assignments and quiz answers. Some of those limitations include:

§ Artificial intelligence text generators like ChatGPT are sometimes wrong. If the tool gives you incorrect information and you use it in your writing, you are held accountable for it.

§ Most, if not all, artificial intelligence text generators are not familiar with our readings or class discussions and will not draw from that material when generating answers. This will result in writing that will be obviously not created by someone enrolled in the course.

It is okay for you to use artificial intelligence text generators in this course, BUT:

§ You must use them in a way that helps you learn, not hampers learning. Remember that these are tools to assist you in your coursework, not a replacement for your own learning of the material, critical thinking ability, and writing skills.

§ Be transparent: I expect that you will include a short paragraph at the end of the assignment –– or in the cover letter –– that explains what you used the artificial intelligence tool for and why. For example: "I used Grammarly to give me feedback on my sentence structure." Or "I did not understand a term in the textbook, and I asked ChatGPT to explain it to me."

§ If you are using artificial intelligence text generators to help you in this class and you're not doing well on assignments, I expect that you will reflect upon the role that the tool may play in your class performance and consider changing your use. If artificial intelligence text generators are used in ways that are nefarious or unacknowledged, you may be subject to the academic misconduct policies detailed in the syllabus.

- What does it mean to write and research ethically? Please see the course's policy on academic integrity on page 4 of the syllabus. If you ever have any questions or concerns about plagiarism, please ask me.

Studying and Organization Tips:

- **Save files**: when composing blog, social media or discussion board responses, save them in a word processing file.
- **Keep your files organized** in folders in class, and within those folders by units of the class. Your work will quickly pile up and establishing a system for easily locating materials you have produced for your coursework is immensely valuable.
- **Regularly backup your files** to an external drive or cloud storage.
- **Plan ahead**. Don't leave things until the last minute. Attempt to have the work complete at least a few hours, if not a full day, ahead of the deadline. If you are using technologies for the first time, schedule additional time to become familiar with those technologies.

Final Exam: The final exam will be cumulative, and it may be take-home or in-class. We will determine the format together as a class. It will consist of analysis of the assigned literature and will take the form of essay questions. The best way to do well on exams is to keep up with the reading, come to class prepared to discuss it, take notes, and participate in discussion.

Plagiarism: Any evidence of plagiarism in this class, however minute, will earn you an F grade on the work in question and possibly in the course. It will also result in you being formally reported to the Office of the Dean of Students. Ignorance is not an acceptable excuse for unacceptable practices. Be sure to consult the Baruch College policy on academic integrity and ask me if you have questions.

Grading

Online and In-Class Participation	15%
Presentation & Student-led discussion	20%
Formal Papers & Revisions	40%
Final Examination (Format TBD)	25%