**ENGL 3030: The Middle Ages Name:**

***Endeavors:* 10.23.17**

<https://feudalendeavorfall2017.wikispaces.com/Endeavors>

**Fireside Chat:** Medieval or Modern?

ENGL 3030 The Middle Ages Course Outcome  
Students will be able to demonstrate an understanding of the audiences and other historical contexts of literature.

*Endeavors Activity:* During this activity, the group will examine various quotations to determine whether they are roughly from the medieval period or the modern period.

*Purpose:* This activity will provide 1) some insight into the concept of progress and 2) question our views of the “medieval.”

*Assignment (10 points):*

* Read each quotation and decide as a group if you think it is medieval or modern.
* Compare your answers to the answer sheet
* Respond briefly to each one you answered INCORRECTLY (responses only will be graded).

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| --- | --- | --- | --- |
| ***#*** | ***Medieval or Modern?*** | ***Response*** | |
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**If you have taken British Literature I previously and completed this activity in that class, you will not do the above, but instead will complete the following.**

*Assignment (10 points):*

* If there is more than one of you in your group, work together.
* Respond to the following question

Brainstorm five suggestions for how we can push back/alter/correct the popular views of the Middle Ages.

1)

2)

3)

4)

5)

S**criptorium:** Cultural Heritage Project

*Endeavors Activity:* During this station, you will complete the third step of the Cultural Heritage Project assignment.

*Purpose:* This activity will provide ideas for your Cultural Heritage Project exhibition note.

*Assignment (10 points towards Cultural Heritage Project assignment):*

* Brainstorm at least five (5) types of local New England sites (general or specific) that could be suggested by the text you selected for [Medievalist for a Semester](http://feudalendeavorfall2017.wikispaces.com/Medievalist+for+a+Semester) AND the image you have paired with it. There are links on the assignment on the wiki to help you.
* Provide rationales for each type.

|  |  |  |
| --- | --- | --- |
| ***#*** | ***Type of Site/Image*** | ***Rationale*** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| Other |  |  |

**Reading Corner: Disability Studies**

“Like the fool or the disabled person in the company of the mighty of this world, the medieval monster first teaches us that the world is composed of the same and of the different, that it is essentially variegated.” –Stiker, *The History of Disability*

*Endeavors Activity:* During this activity, the group will consider concepts of disability.

*Purpose:* This activity will provide the opportunity for us to 1) consider the concept of disability in a medieval context and 2) think about how to read texts through the lens of disability studies.

*Assignment (10 points):*

* Provide responses to the following questions.

What do you think the phrase “disability studies” entails/means?

Identify at least two points that you want to emphasize from Stiker’s chapter on disability.

1)

2)

Comment on at least two incidents from the Boccaccio texts you read for today in light of disability.

1)

2)