

English 9171/4311E Tolkien and Anglo-Saxon

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Wednesdays 12:30-3:30 p.m.
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At the age of sixteen, a master at King Edward's School in Birmingham lent Ronald Tolkien an Anglo-Saxon primer. This primer, which Tolkien undoubtedly turned the study of the poem from the quarrying philologist

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towards scholars of literature and culture. We will also consider the other poems which Tolkien translated into English. We will also consider the other poems which Tolkien translated into English.

by the medieval texts he studied professionally. We will read *The Lord of the Rings*, and some of his other works, and consider their reception during and after Tolkien's life, and will delve somewhat into Tolkien's own compositions in Old English, and his other engagements with Anglo-Saxon matters.

Required Texts:

Henry Sweet, *An Anglo-Saxon Primer*. Trieste Publishing, May 2, 2018. \$13.69 (reprint)

Peter S. Baker, *Introduction to Old English*. 3rd ed. Oxford, Wiley-Blackwell, 2012. \$46.84

Fr. Klaeber, ed. *Beowulf and the Fight at Finnsburg*. Andesite Press, August 2017. \$26.06. (reprint)

J.R.R. Tolkien, *Lord of the Rings*. 3-vol. set. New York: HarperCollins, 2007. \$26.55

J.R.R. Tolkien, *Sauron Defeated: The History of the Lord of the Rings, Part 4*. ed. Christopher Tolkien. London: UK General Books, 1994. \$20.55

Humphrey Carpenter, *Tolkien: The Authorized Biography*. London: Ballantine Books, 1985. \$17.93

J.R.R. Tolkien, ed. *Finn and Hengest*. ed. Alan Bliss. London: UK General Books, 1998. \$15.40

Some course materials posted to class website, or available through library.

Optional Texts:

Tolkien, J.R.R. *Beowulf: A Translation and Commentary*. Ed. Christopher Tolkien. (London: HarperCollins, 2014).

Sweet, Henry, *An Anglo-Saxon Primer* (Oxford: Clarendon Press, 1882).

if need be about medical issues but it's not really my business. This is the work of the academic counsellors. That said, participation marks will be given for attendance to the full class, for engagement (that is, having read the materials in advance, prepared the homework, and generally faced up to the exigencies of the course), to the quality of questions and answers, and to helpfulness with colleagues. In senior courses such as this one, participation can be taking over the discussion and pontificating, which is not good participation and will not be rewarded, or it can be making one or two very useful points or helping someone else out if you understand Old English verbs and they don't, or if you have *Lord of the Rings* at your fingertips and they don't. I'll give you feedback on participation at the end of November and at the end of January so that you know where you stand.

Short Online Papers: Submitted on OWL, these will be 500-word engagements with one of the texts or ideas treated in the previous week.

Short Presentations: My basic principles for marking in-class presentations are: content as appropriate for the rest of the class, clarity of delivery, time-keeping, quality of ancillary materials. In short, these presentations are opportunities to teach your colleagues, and that will be the focus in the grading. That is, feel free to impress me if you want, but I will be grading you on how much you convey to your colleagues and how much they engage with your presentation.

Late Policy: I'm inaugurating a new late policy this year. I'll be setting up OWL with assignment due dates for the short online papers. You all have to do six of these, and you can do as many as you want and I'll count the best six. However, I'm only going to mark papers that come into a particular due date on time. The window will remain open and you can submit papers into earlier dates as much as you want, but once the due date and time has passed, I will mark within the week the papers that arrived before that due date. Any papers that come in later will be marked at the end of December or after the end of classes. That is, if you want feedback from me, you will submit your paper by the due date for that assignment. There are all kinds of ramifications of this late policy, and I'm happy to discuss in class (once, maybe twice). But you will be able to figure them out on your own. If you are a born procrastinator, then you can write ten of these in early April. I don't recommend that approach. But you can do that. If you miss a short presentation for any reason, I will reschedule it once.

Course Syllabus (not final version):

Fall

Sept 12 Tolkien bio, intro, Introduction to Old English, OE pronunciation

19 Carpenter bio, OE first sentences, intro grammar

26 Tolkien, Homecoming of Beorhtnoth, Sweet's primer parables, Baker on nouns

Oct. 3 Tolkien and Sweet on language, Baker on adjectives, pronouns, start verbs

17 *LOTR 1*, Baker and Sweet on verbs

24 *LOTR 1 cont.*, more verbs

31 *LOTR 2*, Baker on adverbs, conjunctions, prepositions, syntax

Nov. 7 *LOTR 2*, translations from Sweet's primer

14 *LOTR 3*, Tolkien on AB language, Baker's Æthelthryth

21 *LOTR 3*, Baker on Anglo-Saxon Chronicle

28 Tolkien's imaginary world, Ohthere and Wulfstan

Dec. 5 Tolkien vđ

Tolkien and animal studies
The postmodern Tolkien
The postsecular Tolkien
The deconstructionist Tolkien
other?

Extra Material Required for Undergraduates:

1. Unless you have either the requisites for this course or written special permission from your

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

5. Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Extra material required for Graduate Students:

1. Statement on Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

2. Graduate Course Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. For example, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.