

ART 229: Medieval Art & Architecture

Dr. Maeve Doyle, Spring 2023



COURSE DESCRIPTION

How did people in medieval Europe see the world? In this course, we will study the art and architecture of Europe from the end of the Roman Empire through the flamboyant flowering of the Gothic era, illuminating the so-called “Dark Ages.” Through close study of objects and texts from the Middle Ages, we will engage with critical issues and themes, such as the role of different religions, art and political power, the body and sexuality, global trade and cultural interaction, and art and science. Since the study of the past can cast the present in a new light, you will also explore medieval resonances in the images of today’s world. How does the way we see medieval Europe reflect our view of the world today?



Learning Outcomes

This course supports the LAC **Communication** and **Critical Thinking** Learning Outcomes. It fulfills the Communication requirement unless you are counting it towards your Art major or Art History minor.

Upon completion of this course students will be able to:

- ❖ Examine connections between medieval works of art, medieval texts, and modern scholarship
- ❖ Develop original interpretations of medieval art through analysis of visual evidence, historical texts, and scholarly literature
- ❖ Effectively communicate complex ideas in class discussions, papers, and other assignments
- ❖ Recognize, analyze, and critique (mis)appropriations of the medieval past in visual culture today

Class Meetings in FAIC 305

MWF 11 – 11:50 am

Office Hours in FAIC 319

Make an appointment or drop in

M 2–3 pm

W/F 2–4 pm

and by appointment

Contact Prof. Doyle

doylemae@easternct.edu / 860-465-4345

Texts and Readings

There is no textbook for this course, but assigned readings are essential. All readings are available on Blackboard.

Important Dates

- F 1/20 Beginning reflection due
- F 2/10 Class visit to St. Joseph’s Church
- F 2/24 Midpoint Reflection due
- W 3/8 Midterm paper due
- F 3/24 Medieval/Modern Proposal due
- F 4/21 M/M Bibliography due
- F 4/28 M/M Outline due
- M 5/1 M/M Comparison workshop reflection due
- F 5/5 Closing Reflection due
- Medieval/Modern Final Poster and Essay due during Exam Period [date TBD]

This syllabus is subject to change. All updates will be posted on the course Blackboard site.

SCHEDULE**Preparing for Class**

Completing assigned readings and homework is essential to your successful participation in class discussion and completion of writing assignments. Complete readings and assignments before the class under which they are listed, and bring copies of readings or detailed notes (with page references) to class. All readings are available on Blackboard.

	Monday	Wednesday	Friday
<i>Week 1</i> 1/18 – 20	[Classes begin on Wednesday]	Welcome!	Beginning reflection Bring a picture related to your reflection to class (free color printing available in FAIC 313)
Prologue: Seeing the Middle Ages Today			
<i>Week 2</i> 1/23 – 1/27	Modern medievalisms background reading (Bb)	Grollemond and Keene, “Once Upon a Time in the Middle Ages”	Close looking: Modern medievalisms
I. Seeing the Divine			
<i>Week 3</i> 1/30 – 2/3	New Religion, New Art? background reading (Bb)	Nees, “The Roman Language of Art” and “Conversion”	Close looking: the Franks Casket
<i>Week 4</i> 2/6 – 2/10	Spaces for Devotion background reading (Bb)	Excerpts from the writings of Abbot Suger of Saint-Denis, patron of the arts, from Frisch., ed., <i>Gothic Art</i> [Primary source]	Class visit to St. Joseph Roman Catholic Church, Willimantic <i>Meet on High Street outside FAIC at 10:55!</i>
<i>Week 5</i> 2/13 – 2/17	Abstraction and Iconoclasm background reading (Bb)	Bede, “Benedict Biscop’s Roman Acquisitions”; “Definition (Horos) of the Iconoclastic Council of 754” [Primary sources]	[No class – Presidents’ Recess]
<i>Week 6</i> 2/20 – 2/24	[No class – Presidents’ Recess]	Relics and Reliquaries background reading (Bb)	Bernard of Angers, <i>The Book of Sainte Foy</i> , 1:13-22 [Primary source] Midpoint reflection
<i>Week 7</i> 2/27 – 3/3	Discussion: Midterm paper	Holy Books background reading	Turning the Pages – responses due

Week 8 3/6 – 3/10	Discussion: Citation Workshop	Midterm paper due: Seeing the Divine Discussion: Medieval/Modern assignment	[No class]
Week 9 3/13 – 3/17	<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>
II. Seeing the Natural World			
Week 10 3/20 – 3/24	The Bestiary and medieval science background reading (Bb)	Excerpts from Barber, trans. <i>Bestiary</i> [Primary source]	Medieval/Modern Proposals due
Week 11 3/27 – 3/31	Multiple Meanings of Animals background reading (Bb)	Edwards, “How to Read a Book”	[Bb] Judith Steinhoff, “Pregnant Pages: Marginalia in a Book of Hours,” in <i>Between the Picture and the Word: Manuscript Studies from the Index of Christian Art</i> , ed. Colum Hourihane (Princeton: Index of Christian Art, 2005), 180-186.
Week 12 4/3 – 4/7	Animals and medieval trade background reading (Bb) Guérin, “Ivory and the Ties that Bind”	Guérin continued	[No class – Day of Reflection]
III. Seeing Each Other			
Week 13 4/10 – 4/14	Research Workshop	Monsters and maps background reading (Bb) Edson, “Mapping the Middle Ages”	Edson continued
Week 14 4/17 – 4/21	Sex and Gender background reading Camille, “Love’s Looks”	Camille continued	Discussion: Writing an outline and developing a thesis Bibliography due
Week 15 4/24 – 4/28	Seeing Race background reading (Bb) Heng, “An African Saint in Medieval Europe”	Heng continued	Medieval/Modern Comparison Workshop Outline (with working thesis) due

Week 16 5/1 – 5/5	Jewish Perspectives background reading (Bb) Harris, “Polemical Images in the Golden Haggadah” Comparison Workshop Reflection due	Harris continued	Closing Reflection
Exam Period	Medieval/Modern due [date TBA] (end of the day)		

ASSIGNMENTS AND ASSESSMENT

Course Requirements and Assignments	% of Final Grade
Student Engagement	40%
<i>Class participation</i>	25%
<i>Reflections</i>	10%
Course Knowledge	25%
<i>Reading responses</i>	15%
<i>Midterm paper: Seeing the Divine</i>	10%
Medieval/Modern	40%
<i>Proposal</i>	10%
<i>Annotated Bibliography</i>	5%
<i>Outline</i>	5%
<i>Comparison Workshop Reflection</i>	5%
<i>Poster Exhibition Final Submission</i>	15%

Grades will be calculated as percentages, then converted to letter grades. Percentages are equivalent to letter grades according to the following scale:

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B-	80-83	C-	70-73	D	60-66		

Student Engagement

Class Participation

Participation can take many forms: asking questions, answering questions, and contributing to class discussions and small group activities. More than just being present in the classroom, it means engaging with the material and ideas of the course.

Your ability to participate in this course depends on your careful attention to the assigned reading. Bring a copy of each reading and/or detailed notes to class. Be prepared to discuss each reading in detail in class.

Rationale: The beauty of taking a class (rather than, say, just reading a book) is that you become part of a learning community. Sharing your ideas and interpretations—and encountering those of your classmates¹—is a crucial part of intellectual growth.

Grading: Every contribution you make in class, of whatever kind, of whatever quality, counts towards your participation grade. Missed classes do not count against this grade. Participation grades will not be entered daily, but rather assessed holistically for midterm and final grades.

Reflections

I will ask you to reflect on some questions related to the course at various points throughout the semester. Specific reflection prompts will be posted on Blackboard.

Rationale: Decades of research into how people learn have emphasized the importance of reflection and metacognition (being aware of your thinking) in student success.¹ Reflections create opportunities for reflection and metacognition, which improve learning. They're also a chance for you to tell me what you're learning and what you've found most meaningful in the course. This gives me a good sense of how students are responding to the course and helps me make decisions about it for the future.

Grading: Reflections will be graded on a check scale, with points for completeness and depth of reflections. Because timing is key to reflection, extremely late reflections will not be accepted.

Course Knowledge

Reading Responses

Class readings form the shared basis for our understanding of the medieval world. We will start many classes with time to reflect on the assigned reading and to write and submit short, in-class "TQE" responses, where students share 2-3 thoughts, questions, or epiphanies about the day's reading. These responses will be the basis for our class discussions.

How to prepare: You may find it helpful to write a short summary of a text after you read it. I also encourage you to jot down thoughts, questions, and epiphanies as you read, and to bring those notes to class. You can even write precisely what you plan to turn in before class. We will talk more in class about strategies for reading some of the more complex texts assigned.

If you are late or absent: You can submit your TQE by email within a week of the missed class. I will not accept responses after one week, and I will not accept more than four late responses within a semester except in extenuating circumstances.

Rationale: TQEs are open-ended responses and a place to ask questions about readings (without even having to raise your hand). I will use them to guide our discussion, which means we will get to talk about the questions and issues you find most interesting or important. A daily assignment also provides some accountability and motivation to complete on time the readings you'll need for class discussion.

Grading: Discussion Questions and TQEs are graded on a check scale, with points given for reading comprehensions and depth of thought.

How to Ace this Course

- Know the course schedule
- Read messages on Blackboard and ECSU email
- Complete all work before class
- Ask questions and share ideas in class, and don't be afraid to state the obvious
- Visit the Writing Center to earn extra credit on papers
- Don't plagiarize—always cite words or ideas belonging to someone else
- Come to office hours to talk about upcoming assignments or to go over grades

¹ Saundra Yancy McGuire, *Teach Students How to Learn* (Sterling, VA: Stylus, 2015), especially 15-29.

Midterm Paper: Seeing the Divine — 2 pages, due W 3/8

Choose an object from class readings or discussions so far that exemplifies a medieval view of the divine. Describe the object and explain what it can tell us about how medieval people understood the divine. Use your description, at least one primary source, and at least one other class reading as evidence to support your explanation. (Note: the sources you choose do not have to be about your chosen object, as long as you are able to make some sort of meaningful connection between your object and their ideas.) Write this paper as an art historian presenting their interpretation of an important object: introduce the object and your argument (thesis) about it in the first paragraph; use visual and textual evidence to support your thesis; and use footnotes to cite any information or ideas you take from textual sources.

Purpose: This assignment is meant to build your skills of observation, description, and communication. In making original connections between what you see and what you've read, you are also building analytical and critical thinking skills.

Grading: See Blackboard for the assignment rubric.

Medieval/Modern Poster Exhibition

The Middle Ages is alive and well today in the modern imagination in what we call medievalism (a modern work referencing or re-interpreting the Middle Ages). As you learn about medieval art, you'll start to see medievalism all around you. The purpose of this assignment is to share the medieval/modern connections you see (or create) with the Eastern community.

Building on the reflections you have written thus far, choose an example of a modern medievalism (say, from 1970 or later) and compare it with an image or object you've encountered in class (or another medieval work, in consultation with Prof. Doyle). You'll exercise your skills of observation and critical thinking to consider two questions:

- What elements does the modern work draw from medieval art or history, and in what ways does it depart?
- What can these similarities and differences tell us about modern perceptions of the Middle Ages?

At the end of the project, you will share your insights through a poster exhibition in the Fine Arts building. Your exhibition contribution can either be to share and interpret an example of modern medievalism *or* to create your own medievalist work of art accompanied by an artist's statement. Either option will exercise the skills you've developed this semester of observation, communication, and critical thinking based on visual evidence and textual evidence from primary and secondary sources.

See Blackboard for suggestions of medievalisms and about choosing comparisons.

Purpose: This assignment is meant to develop further your skills of observation, description, analytical

Citing Your Sources

If you repeat the words, ideas, or information of another author or source in your written work, you **must** cite your source. Failure to indicate the source of another's words, ideas, or information is **plagiarism**, a form of academic misconduct (see below).

Use footnotes to cite your sources. The standard citation format in art history is the Chicago Manual of Style Notes and Bibliography system. A guide to making citations and footnotes is on Blackboard. For more information on when and how to cite sources, talk with me or with a librarian.

Deadlines and Late Work

Deadlines are carefully assigned to ensure that the work of the course does not build to an overwhelming amount by the end of the semester, for student and instructor.

The assignments you turn in don't need to be perfect. They should reflect the best work that you could accomplish within the time given.

Sometimes, though, life gets in the way. If you are unable to complete your work on an assignment by the given deadline, you have a two-day grace period in which you can either finish the assignment or meet with me to discuss your work so far. After two days, we must meet.

Why do I require that we meet? Because I've had a lifetime of thinking my way through overdue deadlines! I can help.

thinking, and communication. It also prompts you to think critically about modern visual culture and its historical roots.

Grading: See Blackboard for the assignment rubric.

Proposal — 2-minute presentation, in class on F 3/24

Prepare a slide with an image of the example of modern medievalism you want to focus on for your final project and one or more potential medieval sources (drawn either from course material or consultation with Prof. Doyle). In your presentation, identify and explain the modern image for the class and answer two questions: What medieval elements do you recognize? What makes this an interesting or significant example of modern medievalism?

Annotated Bibliography — at least two sources, due F 4/21

Using the skills introduced in the Research Workshop, submit a bibliography (a list of textual sources) with at least one primary source and one secondary source that will help you write about the medieval art you plan to discuss in your final project. Sources should be cited using the Chicago Manual of Style Notes and Bibliography format. Write a short note (annotation) under each source explaining how it is useful for your project. If you are not sure what an Annotated Bibliography should look like, see Blackboard for an example.

Outline (with working thesis) — about a page, due F 4/28

Build on your observations of your comparison and your research so far to develop an outline – a brief sketch or set of notes indicating what you plan to say in your final paper and how you plan to organize it. Your outline should give some sense of how you plan to use visual evidence, primary source evidence, and secondary source evidence to answer the two main questions of the assignment:

- What elements does the modern work draw from medieval art or history, and in what ways does it depart?
- What can these similarities and differences tell us about modern perceptions of the Middle Ages?

Your answer to the latter question is your working thesis (“working” because it may change as you go!).

In answering these questions, your outline should:

- Identify each work of art you discuss
- Highlight their relevant similarities and differences
- Flag connections with or support from your bibliography sources (primary and secondary)
- Explain the significance of the similarities and differences you see

If you are not sure what an outline should look like, see Blackboard for an example.

In addition to submitting your outline on Blackboard, bring three copies of your outline to class to share in small groups, talk through your ideas, and get feedback from your peers. These copies should include images of the medieval and modern works you compare.

Comparison Workshop Reflection — 1 paragraph, due M 5/1

What did you get out of the Comparison Workshop? Which version of the final project do you plan to do, and what changes, developments, or additions do you plan?

Final Project: Poster Exhibition — due during Exam Period, date TBD

You have two options for the final part of this assignment: an analytical essay or a creative response accompanied by a written artist’s statement. Both options will be represented in the exhibition by a poster that links to the longer written element with a QR code.

Both Options: Poster

Use the template on Blackboard to design an 11” x 17” poster in PowerPoint. Your poster should contain a large, high-definition image of the modern medievalism you either created or wrote your exhibition

essay about. Make sure this image is not pixelated, stretched, or distorted. (If you're not sure how to insert or format your image, talk to Prof. Doyle.) Your poster should have a caption that fully identifies the image with as much of the following information that applies: artist or creator; title or description; and date. Your poster should also have a short “teaser” statement that draws a reader in and gives them a taste of what your exhibition essay or artist’s statement is about. You may want to preview your thesis statement or pose an intriguing question—whatever you think will draw a viewer in. The teaser should be no more than 50 words. Leave room on your poster for a QR code! I will add this after you submit it.

Option 1: Exhibition Essay — about 750 words

Drawing on the work you have done in this project so far, explain how this modern image relates to the theme of the exhibition, medievalism. Your essay should answer the following questions:

- What elements does the modern work draw from medieval art or history, and in what ways does it depart?
- What can these similarities and differences tell us about modern perceptions of the Middle Ages? (Your answer to this question is the thesis for your paper.)

Write this paper as an art historian sharing their knowledge with the general public. Introduce the works you discuss and your argument about them (thesis) about them in the first paragraph. Draw on your own observations to write descriptions and analyze their significance for your thesis. Draw on your research to make connections between what you see and the textual sources you found (at least one primary and one secondary source). Use footnotes to cite any information or ideas you take from textual sources. Insert images of any works of medieval art you discuss with captions to identify them.

Option 2: Creative Response with Artist’s Statement — about 750 words

Did you find your chosen modern medievalism insufficient in some way? Or perhaps you have your own idea of how a modern response to the medieval might go? If so, you can create your own artistic response to a chosen *medieval* work to either accompany or replace your chosen medievalism in the modern cultural sphere. You must submit this work of art in person. (Works of art can be retrieved after grading period, into the first weeks of the next semester.) Submit the poster and artist’s statement on Blackboard.

Your artist’s statement, which I will link on your poster, should explain the decisions you made in creating your work and the rationale behind them. Your statement should answer the following questions:

- What elements did you draw from medieval art or history, and in what ways did you decide to depart?
- Why did you make the decisions you made to either follow or depart from medieval models?
- What does your work show about your perception of the Middle Ages?
- How does your perception of the Middle Ages compare with the perception conveyed in the modern medievalism you initially chose?

Write this statement as an artist explaining their work to a public of gallery owners, collectors, and art lovers. You’ll want to show the depth of your research to this audience, so use footnotes to cite any information or ideas you take from textual sources. Insert images of any works of medieval art you discuss with captions to identify them.

COURSE RESOURCES

Blackboard

In this course, you will use the course Blackboard page to access readings, turn in assignments, and coordinate with class members. Changes to the syllabus will also be reported on Blackboard. Access Blackboard via the link in the “Current Students” are of the ECSU website. Please make a habit of checking the site after each class for up-to-date information regarding readings and other assignments.

Course Reserves at J. Eugene Smith Library

I have placed books relevant to this course on reserve for this course at Smith Library. To browse

reserves, search the course number or the professor's name in the "Library Course Reserves" section of the library catalog. To check out reserves, ask for the resource you want at the circulation desk.

COURSE POLICIES

Attendance and Missed Classes

While regular attendance is a crucial component of student success in this course, there is no attendance requirement, and attendance will not directly affect your final grade as long as you make up any missed work. If you are sick, I want you to stay home, get better, and not share your germs. If you have to miss class for any reason, please send me an email either before or after class to let me know. You can make up class by submitting a reading response by email—see the section on Reading Responses above.

Assignments

Formatting Papers

Please format papers with a 12-point size, readable font (such as Times New Roman), 1" margins, double-spaced and with page numbers. Your name and the paper title should appear on the first page (a separate title page is not necessary). Cite your sources in footnotes and in a bibliography at the end of the paper following the Chicago Manual of Style (Notes and Bibliography). Illustrate any works of art you discuss at the end of the paper, identified by title, date, artist (if known), and source of image (publication or URL). Please do not copy or type papers into the "Write Submission" box on Blackboard. Instead, upload them in .docx or .pdf format.

Preparing Slide Presentations

In a presentation, part of your grade is based on the quality of your slides. In an art history presentation, your images are your main evidence; choose high-resolution images that don't look pixelated when viewed full-screen. Use text sparingly—don't fill up your slides with talking points; no slide should contain only text. Please submit your slide presentations on Blackboard in PowerPoint (.ppt or .pptx) format (do not submit a Google Slides link).

Submitting Assignments

All assignments are to be submitted on Blackboard, unless otherwise indicated.

Email & Blackboard Communications

Communications sent via ECSU email and Blackboard constitute official course communications. You are responsible for any information conveyed to you by any of these means. If you think you may not be receiving course communications, or if you think I may not be receiving your messages, please let me know right away.

Contacting me

You may contact me any time via email. I will try to answer all emails within a day, except on weekends and state holidays. Whether it's a problem, a question, or your latest art history meme, no issue is too large, too small, or too irrelevant.

About Your Professor

You can call me Professor Doyle, Dr. Doyle, or Maeve. (Just please don't call me Miss/Mrs./Ms. Doyle.) My pronouns are she/her or they/them.

Email is the best way to reach me. I try to answer within a day, except on weekends.

During office hours, my door is open to anyone. I'm also available at other times during the week; email to set up an appointment if office hours don't work for you.

I love art history memes. Send me the best ones you find or, better yet, make.

UNIVERSITY & DEPARTMENT POLICIES

Academic Misconduct Statement

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or by navigating to this website:

www.easternct.edu/academicmisconduct/. Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual. All violations will be handled under the procedures established in the Academic Misconduct Policy.

Department of Art & Art History Policy on Returning Artwork and Other Assignments

Assignments will be returned during scheduled class time, instructor's office hours, or by special arrangement with the instructor. The instructor will hold assignments for six weeks following the end of class. Assignments not picked up during this period will become property of the university and may be discarded.

University Resources

Academic Services Center

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects. The ASC also offers assistance in study techniques, time management and understanding learning styles. For further information call 860-465-4310 or check the ASC website at <http://www.easternct.edu/asc/>.

Assistance at the Writing Center

The Eastern Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of Eastern by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work, and do it more comfortably and confidently. Any student can and should use the Writing Center. The process of talking with readers about writing and getting feedback on student writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to the "Useful Links" column on the Current Students webpage and selecting "GradesFirst" (<http://www.easternct.edu/index/current-students/>). It's a good idea for students to bring copies of any assignment sheets to the Writing Center, so tutors know what is expected of the assignment.

Accommodations for Students with Disabilities

Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act (ADA) of 1990, the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973, as amended in 1998. If you are a student with a disability (or think you might have a disability) and require accommodations or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Please note that accommodations are not retroactive and must be communicated through a Letter of Accommodation, which is drafted by the OAS.

Mental Health

It's difficult to learn when you are in emotional distress. If stress, anxiety, depression, or other emotional distress are getting in the way, talking with someone at Counseling and Psychological Services (CAPS)

may help. CAPS services are free for Eastern students, and there is no limit on the number of sessions you can have with a counsellor. To set up a time to meet with a counsellor, drop by the CAPS office at 182 High Street or call 860-465-0181. If you're not sure how to get there, or if you're not comfortable going alone, come by my office and, if I'm in, I will be happy to walk over with you.

Basic Needs Security

Any student who is facing challenges (i.e., securing food/housing, mental health), and believes this may affect their performance in the course, is urged to contact Kemesha Wilmot, Interim Dean of Students, at 860-465-5247 for support. Furthermore, please notify me, if you are comfortable doing so. This will enable me to provide any resources that I may possess.

What resources are here if I am having trouble?

College is hard. Don't pass up an opportunity to get all the support you need to succeed.

- If you are having trouble affording groceries or getting enough **food**, visit the on-campus food bank, *Shawn's Cupboard*, in Knight House Multi-Faith Center (2 Windham St Ext) / <https://www.easternct.edu/campus-ministry/interfaith-campus-ministry.html>
- If you are experiencing stress, anxiety, depression, or other **mental distress**, visit *Counseling and Psychological Services (CAPS)* at 182 High Street, or call 860-465-0181 / <https://www.easternct.edu/counseling-services/index.html>
- If a **disability or illness** (physical or mental) is affecting your ability to learn and meet course requirements, visit the *Office of AccessAbility Services (OAS)* in Wood Support Services Center, 2nd floor, or email accessability@easternct.edu / <https://www.easternct.edu/accessability/index.html>
- If you feel **unsafe** on campus, or if you're worried about the safety of another student, contact the Dean of Students with a "Tell Somebody Report" at <http://www.easternct.edu/studentaffairs/tell-somebody/>
- If you want to improve your **writing** or your study skills, visit the *Academic Services Center* (which houses the *Writing Center*) in the Library, 1st floor: <https://www.easternct.edu/writing-center/index.html>

If you are struggling with any of the above or any other issues, you can also talk to me. Drop by my office or email any time.