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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Jim Cahalan Phone X2262
Department English Email: Jim Cahalan or JCAHALAN

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Chaucer
Suggested 20 character title

New Course *
Course Number and Full Title

Course Revision
Course Number and Full Title

Liberal Studies Approval +
for new or existing course
Course Number and Full Title

Course Deletion
Course Number and Full Title

Number and/or Title Change EN 340 Chaucer
Old Number and/or Full Old Title

EN 432 Chaucer
New Number and/or Full New Title

Course or Catalog Description Change
Course Number and Full Title

PROGRAM: Major Minor Track

New Program *
Program Name

Program Revision *
Program Name

Program Deletion *
Program Name

Title Change
Old Program Name

New Program Name

III. Approvals (signatures and date)

Virginia Poole May 6, 1996
Department Curriculum Committee

Dr. McClure 5/10/96
Department Chair

[Signature] 10/30/96
College Curriculum Committee

[Signature] 10/30/96
College Dean

Mark Swartz 11/1/96
+ Director of Liberal Studies (where applicable)

Mark Swartz 11/1/96
*Provost (where applicable)

Course Revision of
EN 432 Chaucer

Part II. Description of the Curriculum Change

1. New syllabus of record--attached next.
2. The revisions here are as follows:
 - a. EN 213 has been added as an additional prerequisite and EN 101 and 210 (now 122) are no longer listed as prerequisites.
 - b. The content and bibliography of the course syllabus have been updated.
 - c. The course has been renumbered from EN 340 to EN 342.
3. Rationale: Students in this course need all four of our EN 210-213 surveys for good preparation. EN 101 is no longer listed redundantly as a prerequisite, since it is already a prerequisite for our new EN 210, 211, 212, and 213. We have also taken the opportunity to update the content and bibliography for this course in light of recent relevant research in the field.
4. Old syllabus of record--attached after the new syllabus of record.
5. This course revision is not part of Liberal Studies nor does it affect those requirements, so no LS approval form or checklist is included.

Part III. No other departments are affected by this course revision, so no letters of support are attached.

Course Syllabus

I. CATALOG DESCRIPTION

EN 432 Chaucer

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Prerequisites: EN 202, 210, 211, 212, and 213

Studies Chaucer, his life, his language, the development of his literary style, and his art, with and through his major poetical works.

II. COURSE OBJECTIVES

1. The students will become proficient enough in Middle English to read Chaucer in the original with some degree of comfort and with good comprehension.
2. The students will familiarize themselves with Chaucer's world, including social and religious background, cultural milieu, religious trends, and literary contexts.
3. Students will develop a sense of Chaucer's connection and value to our times.
4. Students will recognize Chaucer's artistry and the scope his accomplishments by attending closely to his diction, tone, structure, ironies, and ambiguities. Students will also come to recognize what elements are traditional or original in Chaucer.
5. Students will learn how to formulate questions about medieval literary texts: questions that will assist in general comprehension and lead to an understanding of the richness and complexities of the text.

III. COURSE OUTLINE

- | | |
|--|-----|
| A. Introduction: Chaucer's world and contemporaries | 13% |
| B. Chaucer's language | 14% |
| C. Overview: structure of <u>The Canterbury Tales</u> ; The Knight's Tale and medieval sources | 14% |
| D. The Miller's Prologue and Tale; sources | 5% |

E.	The Reeve's Prologue and Tale; The Cook's Prologue	5%
F.	The Wife of Bath's Prologue and Tale Sources; the anti-feminist tradition	11%
G.	The Clerk's Prologue and Tale; the Host; The Merchant's Prologue	7%
H.	The Franklin and the Pardoner: Prologues, Tales, Sources	7%
I.	The Prioress' Prologue and Tale	7%
J.	Planning for Paper 2; library visit	6%
K.	The Nun's Priest's Prologue and Tale; The Parson's Prologue; Chaucer's Retraction	11%

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Reading Chaucer in the original Middle English.

Ungraded self-checking quizzes on grammar and translation.

An Oral Report on some aspect of the Middle Ages in relation to one pilgrim.

Two short (5-page) papers: one on tradition and innovation in Chaucer, the second to be developed by the student and instructor.

A midterm exam on grammar and translation questions, plus an essay question.

A final exam, similar to the midterm (translations, textual analysis, essay questions on course readings and discussions).

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

10% oral report

20% Paper #1

- 20% Paper #2
- 20% midterm exam
- 30% final exam

Grading scale:

- A 92-100 total points
- B 83-91 total points
- C 74-82 total points
- D 65-73 total points
- F 0-64 total points

VI. REQUIRED TEXTBOOKS

Kolve and Olson, eds. The Canterbury Tales: Nine Tales and The General Prologue. New York: St. Martin's, 1989.

VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/notetaking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

Aers, David. Chaucer, Langland, and The Creative Imagination. London: Routledge, 1980.

Allen, Mark, and John H. Fisher. The Essential Chaucer: An Annotated Bibliography of Modern Chaucer Studies. Boston: G. K. Hall, 1987.

Bennett, J. A. W. "Chaucer, Dante, and Boccaccio." in Chaucer and The Italian Trecento. Ed. Piero Boitani. Cambridge: Cambridge University Press, 1983.

Bowden, Muriel. A Reader's Guide to Geoffrey Chaucer. New York: Ferrar, 1964.

Donaldson, E. Talbot. "Chaucer the Pilgrim." PMLA 69 (1954), 928-36.

The Ellesmere Chaucer. Reproduced in facsimile. 2 vols. Manchester: Manchester University Press, 1911.

Elliott, R. W. V. Chaucer's English. London: Deutsch, 1974.

Haskell, Ann S. "The Portrayal of Women by Chaucer and His Age." In What Manner of Woman? Ed. Marlene Springer. New York: New York University Press, 1978.

- Hoffman, Richard L. "The Influence of The Classics on Chaucer." In Companion to Chaucer Studies. Ed. Beryl Rowland. rev. ed. New York: Oxford, 1979.
- Jordan, Robert M. Chaucer's Poetics and The Modern Reader. Berkeley: University of California Press, 1987.
- Kelly, H. A. Love and Marriage in the Age of Chaucer. Ithaca: Cornell University Press, 1975.
- Kern, Edith. The Absolute Comic. Bloomington: Indiana University Press, 1980.
- Knight, Stephen. Rymying Craftily: Meaning in Chaucer's Poetry. New York: Humanities Press, 1974.
- C. S. Lewis. The Allegory of Love. Oxford: Galaxy Books, 1958.
- Lumiansky, Robert M. Of Sundry Folk: The Dramatic Principle of The Canterbury Tales. Hamden, CT: Archon, 1980.
- Southworth, J. G. Verses of Cadence: An Introduction to The Prosody of Chaucer. Oxford: Blackwell's, 1954.
- Wagenknecht, Edward C. The Personality of Chaucer. Norman, OK: University of Oklahoma Press, 1968.
- Weiss, Alexander. Chaucer's Native Heritage. Berne: Peter Lang, 1985.

Dr. Berlin

En 340: Chaucer

Required Text:

Kolve and Olson, eds. The Canturbury Tales: Nine Tales and the General Prologue. 1989.

Optional Text:

Bowden. A Reader's Guide to Geoffrey Chaucer. 1988.

Syllabus

- Aug. 30 Introduction
Sept. 1 English before Chaucer.
We begin reading the General Prologue together in class. About pilgrimage.
- Sept. 4 LABOR DAY
6 General Prologue continued. About Chaucer's spelling and pronunciation.
8 General Prologue. Read Donaldson, "Chaucer the Pilgrim," 484-92.
- 11 GP. A dose of grammar.
13 GP. Read Du Boulay, "The Historical Chaucer," 441-59.
15 Chaucer's world. For this class, do a bit of research. Chaucer wrote the Canterbury Tales in the period between 1388 and 1400. What was happening then, in England and in Europe? Read whatever grabs your attention and report your findings to class. Good sources: an encyclopedia, a history book for the period, a book on Chaucer, etc.
- 18 GP. More grammar
20 GP. Chaucer's meter
22 GP.
- 25 GP. Chaucer's contemporaries. A glimpse of English in other parts of England.
27 GP. An overview of the structure of the Canturbury Tales
29 Knight's Tale, parts I and II
STUDENT REPORTS BEGIN
- Oct. 2 Knight's Tale, part III; Boccaccio, 270-84.
4 " part IV; Boethius, 287-90 and Boccaccio, "From Book 12," 284-7.
6 MIDTERM

- 9 Miller's Prologue and Tale
 11 Sources for Miller's Prologue and Tale, 291-302.
 13 Reeve's Prologue and Tale and the Cook's Prologue.
 Planning for paper 1
- 16 Sources for the Reeve's Prologue and Tale, 303-10
 18 The Wife of Bath's Prologue, lines 1-192. Also read
 Sources, 348-55 and Jerome, 328-38 (top paragraph).
 Discussion of exegesis.
 20 The Wife of Bath's Prologue, lines 193-502. Also read
 Kittredge, "The Marriage Group," 523-30.
- 23 The Wife of Bath's Prologue, lines 503-855. Sources,
 311-28; finish Jerome, 338-42; and read Walter Map,
 342-7. Discussion of the anti-feminist tradition.
 25 The Wife of Bath's Tale.
 27 The Clerk's Prologue and Tale, parts I, II, and III;
 Sources: Petrarch's two letters to Boccaccio 388-91 and
 "From Le Menaquier de Paris," 391-2.
- 30 The Clerk's Tale, part IV, V, VI and Envoy. Also read
 the Words of the Host and the Merchant's Prologue (168-
 9).
- Nov. 1 Sources for the Clerk's Tale: Boccaccio 370-8 and
 Petrarch 378-87.
 3 PAPER 1 DUE
- Nov. 6 Franklin's Prologue and Tale
 8 Pardoner's Prologue and Tale
 10 Sources for the Pardoner's Prologue and Tale 410-17
- 13 Prioress' Prologue and Tale
 15 Sources for the Prioress' Prologue and Tale, 418-27.
 17 Planning for paper 2.
- 20 How to read a medieval manuscript: library visit.
 22 THANKSGIVING
 24 "
- 27 Nun's Priest's Prologue and Tale
 29 Sources for the Nun's Priest's Tale, 428-37.
- Dec. 1 TBA
- 4 PAPER 2 DUE
 6 Parson's Prologue, 256-7 and Chaucer's Retraction 258.
 8 Ellesmere slide show. (Portraits of pilgrims/review)
- 11 Summing up
- Dec. 13-20 Final exam week.

Course Goals:

1. To assist the student in learning Middle English sufficiently well to read Chaucer in the original with some degree of comfort and with good comprehension.
2. To acquaint the student with Chaucer's world, including social and historical background, cultural milieu, religious trends, and literary contexts.
3. To develop a sense of Chaucer's connection and value to our times.
4. To develop a sense of Chaucer's artistry and the scope of his accomplishments by attending closely to Chaucer's diction, tone, structure, ironies, and ambiguities. We will also sift out what elements are traditional in Chaucer, and what original.
5. To learn to formulate good questions about medieval literary texts, questions that will not only assist in general comprehension, but that will lead to an understanding of the richness and complexities of the text. Such questions will serve as starting points for our literary interpretations. Such questions also allow us to become a part of the community of Chaucer scholars.

Course Requirements:

1. Chaucer is to be read in the original Middle English. No translation is literal enough to serve as an adequate substitute.
2. Quizzes. Ungraded self-checking quizzes on grammar and translation will be given on a regular basis to assist you in your comprehension of Chaucer and in preparing for the midterm and final. Unannounced graded quizzes may be given if the instructor feels that class preparation is lax.
3. Oral Report on some cultural aspect of the Middle Ages. Select one pilgrim from the General Prologue in whom you are interested. Then select some aspect of that pilgrim's life or profession about which you would like more information. For example, if you select the knight, you could do research on medieval warfare, armor, jousting, or chivalry. If you select the Clerk, you could do research on student life, on the education of women, or on the making of books in the Middle Ages. If you select the prioress, you could do research on monastic rules or medieval table manners, etc. Your report should be 10 minutes in length and will be judged for length, content, clarity, organization, and level of interest. Reports will be due on the day of your pilgrim's tale.
Group reports are a possibility..

4. Two short papers (5 page minimum each). The first paper will examine tradition and innovation in Chaucer, making use of sources and analogues. Topics for the second paper will be developed by class members and the instructor in concert. More detailed explanations for each paper will be handed out and discussed in class well in advance of the due date.

Note that papers are expected to be clear, well organized, and to use the MLA style of documentation. No late papers will be accepted unless prior arrangements have been made with the instructor.

5. Midterm. The midterm will include some mix of translation, questions on grammar and vocabulary, and essay questions. Precise mix to be determined by class.

6. Final exam. For this exam students will be given a list of eight passages to prepare, five of which will appear on the final. Students will be expected to translated the passages and to be able to answer any questions concerning vocabulary, grammar, allusions, context, etc. The final will also include one or two brief essay questions based on readings and class discussions.

7. Each student will be required to memorize the first 18 lines of the General Prologue and to recite them joyfully for the instructor in her office some time before the last class. This assignment will be graded pass/fail. No grade for the course will be assigned until the student has completed this requirement.

Grading:

Graded assignments will be weighted as follows:

Oral report	10%
Paper 1	20%
Paper 2	20%
Midterm	20%
Final	30%

(Should it be necessary to include quiz grades, they will count 5% and the oral report 5%.)

Attendance Policy:

While this class has no formal attendance policy, good attendance is expected. Since a course in Chaucer is in many ways like a foreign language course, and since the course is designed to rely heavily on class and group discussion to clarify the text, you cannot hope to prosper if you are frequently absent.